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

MISSION
To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community
State Board of Education Goals  FIVE-YEAR STRATEGIC PLAN FOR 2016-2020

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates from High School and is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated “C” or Higher
Session Topics

- Literacy-Based Promotion Act
- Parents as Partners
- MAAP – ELA Grade 3 Assessment
- Good Cause Exemptions
- Tips for Parents and Families
- Parent Read-at-Home Plan
Parents As Partners

Strong Readers = Strong Leaders

http://strongreadersms.com
Parents as Partners

- How do you partner with your child’s teacher?
- What help or resources do you need to strengthen the relationship?
- What help or resources do you need to support your child in reading at home?
Why is reading by the end of third grade so important?

• Learning to read by the end of third grade is a **critical milestone** in a child’s education.

• Reading is essential to learning in all subjects fourth grade and beyond.

• Students who can **NOT** read by the end of third grade rarely “catch up” in later grades.

• 9 out of 10 high school dropouts were struggling readers in 3rd grade.

Kindergarten Readiness and the Literacy-Based Promotion Act (LBPA)
Improving Reading Outcomes

• The purpose of the *Literacy-Based Promotion Act* is to improve the reading skills of Kindergarten through 3rd grade public school students so that every student completing 3rd grade reads at or above grade level (SB 2157).

• It is required that ALL Kindergarten students be assessed (Kindergarten Readiness Assessment) at the beginning and end of the year to determine readiness and growth (SB 2572).
Universal Screener & Diagnostic Assessment

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

• K-3 students identified through the BOY Universal Screener whose results are below grade level should be assessed to determine targeted instructional support and interventions.

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

• Beginning in the 2018-2019 school year, a student must score above the lowest two (2) achievement levels in reading on the established state assessment for 3rd grade to be promoted to 4th grade (SB 2157).

• If a K-3 student has been identified with a substantial deficit in reading, the teacher will immediately, and with each quarterly progress report, notify parents or legal guardians of the determination and plans for addressing the deficiency, including sharing strategies that parents can use to support reading at home.

• A 3rd grade student who fails to meet the academic requirements for promotion to 4th grade may be promoted for good cause.
The LBPA was amended in 2016 to include the development of an Individual Reading Plan (IRP) for Kindergarten and 1st through 3rd grade students with a substantial reading deficiency and 4th grade students promoted for good cause.
Literacy-Based Promotion Act
Good Cause Exemptions

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

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

C. Students with a disability who participate in the state annual accountability assessment and who have an IEP or Section 504 Plan that reflects the student has received intensive remediation in reading for more than two (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 assessment approved by the State Board of Education

E. Students who receive intensive intervention for two or more years but still demonstrate deficiency in reading, and who previously were retained for two (2) years in any grade Kindergarten through 3rd grade
Interventions for Students with GCEs

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

Your 3rd grade child takes the MAAP-ELA test in the Spring.

FAIL

Ask your child’s teacher if he/she qualifies for a Good Cause Exemption.

NO

Your child should receive documented interventions. Children will take the 1st MAAP retest at the end of the year.

FAIL

If your school provides summer reading assistance or interventions, documentation by the school is required!

PASS!

Your child will be promoted to 4th grade.

PASS!

Your child will be retained in 3rd grade.

FAIL

Your child will take the 2nd (and final) retest over the summer.
Mississippi Academic Assessment Program (MAAP)

3rd Grade ELA Assessment

https://www.mdek12.org/OSA/MAAP
• Beginning in the 2017-2018 school year, the 3rd Grade MAAP-ELA Assessment (Questar), which assesses 3rd grade standards, will determine 3rd grade promotion/retention.

• During 2018-2019 the assessment will be administered to 3rd grade public school students during the window of April 13 - April 24, 2020.

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

• Standards are learning goals that provide a clear understanding of what students are expected to learn at every grade level and serve as a roadmap to quality education.

• Standards have shifted from “what students are taught” to “what students need to be able to do” to succeed in the future.

• **Literacy Standards include:** Reading Literature and Reading Informational Text
The MAAP – ELA Grade 3 Assessment is composed of multiple question and item types:

- **Performance Tasks**: require extended written response to a writing prompt using evidence from the text
- **Close-Ended**: could be a question, phrase, or an expression, and require only one answer
- **Open-Ended**: Student answers by clicking on an open cell. It is possible to choose multiple cells
  - Multiple choice to select one word, phrase sentence, or paragraph in a text
  - Student draws lines to connect objects
Sample Test Item #1

DIRECTIONS: Read the passage and then answer the questions that follow.

Rory's Funny Story
by Janice Graham

Which sentence from the story would be the **best** caption for the illustration?

A. "The teacher, Mrs. Evans, had the best Funny-but-True stories of all." (paragraph 1)

B. "But Rory couldn't even think of one to tell." (paragraph 2)

C. "'I have a Funny-but-True!' cried Dana, waving wildly." (paragraph 5)

D. "'Oh, I bet funny things happen to you all the time,' said Mrs. Evans." (paragraph 14)
Sample Test Item #2

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

**Part A**
What does *soggy* mean in paragraph 9?

A) tiny  
B) strong  
C) soaking wet  
D) smelling bad

**Part B**
Which detail from the passage gives the **best** clue to the meaning in Part A?

A) The rabbit is covered in long, white fur.  
B) Rory pulls the rabbit from a bucket of water.  
C) Rory’s mom holds the bunny as if it were a baby.  
D) Rory’s mother uses a blanket to make the rabbit warm.
Choose the two **best** descriptions of Mrs. Evans and the reasons for them.

- She was tired because her days were long.
- She was careless since she forgot about Rory.
- She was fearful because she was afraid to tell her stories.
- She was amusing because she told the funniest stories of all.
- She was lazy since she made her students do all the work.
- She was helpful because she encouraged Rory to share his stories.
DIRECTIONS: Read the passage and then answer the questions that follow.

Why I Sneeze, Shiver, Hiccup, and Yawn
by Melvin Berger

1. A sneeze is a reflex. So is a hiccup. You don't have to think about making reflexes happen. They happen whether you want them to or not. They happen very fast, and it is hard to stop them. Shivering and yawning are also reflexes. All reflexes work through your nervous system.

Select the sentence from paragraph 1 that best shows the main idea of the passage.

A sneeze is a reflex. So is a hiccup. You don't have to think about making reflexes happen. They happen whether you want them to or not. They happen very fast, and it is hard to stop them. Shivering and yawning are also reflexes. All reflexes work through your nervous system.
Sample Test Item #5

Match each detail from the passage with the heading of the section in the passage where it appears. Select the correct box for each.

<table>
<thead>
<tr>
<th></th>
<th>SNEEZE</th>
<th>HICCUP</th>
<th>SHIVER</th>
<th>YAWN</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is hard to hold one of these back.</td>
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<td></td>
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<tr>
<td>Muscles tighten and loosen, tighten and loosen.</td>
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<tr>
<td>Nerves sense something that should not be there.</td>
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<tr>
<td>A drink of water might cure this.</td>
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</table>

Additional sample questions specific to the 3rd Grade MAAP assessment can be found by visiting the following web address:

Tips for Parents And Families
What does this mean for parents?

- Parents must communicate regularly with teachers to know their child’s reading progress.
- Parents must be notified immediately if a reading deficiency is identified.
- At-home reading strategies will be shared with parents to help increase reading proficiency.
- Address any concerns as early as possible.
Communicate with Your Child

One of the best ways to support your child is through two-way communication.

• It develops positive speaking and listening skills.
• It informs you of what your child is learning in school.
• It gives insight on how your child thinks and feels about school.
Show That Reading is Valued

- You may read to your child, your child may read to you, and/or you may read together.
- It is recommended that children read at home for a minimum of 20 minutes daily.
- Visit libraries, book trade stores, and yard sales to help create your home library.
- Expose your children to different types of reading material.
What are some questions I should ask a teacher about my child’s reading progress?

☐ Is my child reading on grade level? What does “reading on grade level” look like?
☐ What test does my child take to find out if they are reading on grade level?
☐ How far below grade level is my child reading?
☐ What specific areas of reading is my child struggling with? What activities can I do with my child at home to help?
☐ What additional supports are being provided to my child? How frequently, and for how much time?
☐ How frequently will we meet to discuss my child’s reading progress?
**Parent Read-at-Home Plan**

**Important Words Parents Should Know**

**Benchmark**
How a child performs in reading compared to other children their age or what they are expected to know.

**Reading Deficiency**
A specific weakness in one of the five components of reading (phonological awareness, phonics, fluency, vocabulary, or comprehension).

**Diagnostic**
An additional test that tells why a child is not reading at benchmark by looking deeply at a specific area, and what may be done to help in this area.

**Reading Intervention**
Additional, specific small-group instruction to increase or improve children’s skills in the five components of reading (phonological awareness, phonics, fluency, vocabulary, or comprehension).

** Screener**
A test used to identify students who fall at or below benchmark; usually given three times a year.
Phonemic Awareness – the ability to hear and distinguish sound

• Play a game in which you say a word and your child has to break apart all the sounds. 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/ /ŏ/ /g/.

• 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?”
Phonics – the ability to understand the relationship between letters and the sounds they represent

- 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.

- **Make letter-sounds** and ask your child to draw matching letters in cornmeal or sand.

- **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*).
Fluency – *the ability to read with sufficient speed to support understanding*

- **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.
Vocabulary – the student’s knowledge of and memory for word meanings

• 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!

• 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?”
Comprehension — the ability to understand and draw meaning from text

• **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.

• **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?"
Fiction (imaginary events, people, and animals)

- Story that usually has a beginning, middle, and end
- Consists of characters/setting
- Usually a problem/conflict in the story that gets resolved
Comprehension Questions for Literature (Fictional) Text

• Who are the **characters** in the story?
• Where does the story take place (setting)?
• What is the **problem** in the story?
• What do you think will happen next?
• What is the **central message** of what you just read?
• Are any of the characters in the story like you or someone you know? How so?
**Informational Text (Non-fiction)**

- Consists of information, facts, dates, times, places, numbers/figures, etc.
- Includes text features such as table of contents, headings, sub-headings, index, etc.
- Includes text structure, such as, compare/contrast, cause/effect, etc.
- Examples: autobiographies, biographies, how-to books
Comprehension Questions for Informational Text

• Who/what is this text mainly about?

• Give me five important facts that you learned from the text.

• Compare what you just read with something else you have read on the same subject.

• What conclusions can you make about what you just read?
A Family Guide to Student Success

Funded through a grant by the Kellogg Foundation
The collaboration of parents and educators is vital in guiding each child toward success.

- The *Family Guide for Student Success* outlines what your child should learn at each grade level from pre-kindergarten through 8th grade in the areas of English Language Arts and Math.

- The *Family Guide for Student Success* helps parents get a better understanding of the standards (CCRS) that students are expected to learn in each grade level so they can support their child’s learning.
Key Takeaways

• As a parent, you will always be your child’s first teacher.

• Always maintain open communication with your child’s teacher(s).

• Try the activities and suggestions provided for you.

• Ask questions, become involved, and attend school functions when possible.
## Literacy-Based Promotion Act Testing Timeline

<table>
<thead>
<tr>
<th>Dates</th>
<th>Audience</th>
<th>Activity Description</th>
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<tr>
<td>April 13 – April 24, 2020</td>
<td>All 3&lt;sup&gt;rd&lt;/sup&gt; Grade Students</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; Grade MAAP-ELA Assessment</td>
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<tr>
<td>May 11 – May 15, 2020</td>
<td>Retest Window #1</td>
<td>MAAP 3&lt;sup&gt;rd&lt;/sup&gt; Grade Reading Alternative Assessment</td>
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<tr>
<td>June 22 – July 10, 2020</td>
<td>Retest Window #2</td>
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Question/Answer Session
LeighAnne Cheesman, EL Coordinator/Assistant State Literacy Coordinator
lcheeseman@mdek12.org

Jill Hoda, Assistant State Literacy Coordinator K-3
jhoda@mdek12.org

Lori Stringer, Assistant State Literacy Coordinator K-3
lstringer@mdek12.org

Kristen Wells, Assistant State Literacy Coordinator K-3
kwells@mdek12.org

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