Understanding the LBPA (K-3)

Literacy Summit

September 2019

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Ensuring a bright *future* for every child

Mississippi Department of Education

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

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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

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Agenda

- *Literacy-Based Promotion Act* (Senate Bill 2347) Overview
  – Technical Amendments (Senate Bill 2157)
- Literacy Efforts Timeline
- Role of the MDE Literacy Coach
- District and School Role
- Supporting Documents and Resources

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Literacy-Based Promotion Act (LBPA)

Statute Overview

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Improving Reading Outcomes

- 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).

- The purpose of the *LBPA* 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 2347).

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Universal Screener & Diagnostic Assessment

- 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, with a reading deficit, in an **Individual Reading Plan (IRP)** (SB 2157).

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

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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.**

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Literacy

Mississippi Literacy-Based Promotion Initiative

The Office of Elementary Education and Reading is responsible for supporting and training K-3rd grade teachers, curriculum specialists and other educators by providing research-based instructional strategies on literacy and guidance on the implementation of the Literacy-Based Promotion Act. Passed during the 2013 legislative session, the Literacy-Based Promotion Act (LBPA) places an emphasis on grade-level reading skills, particularly as students' progress through grades K-3. Beginning in the 2014-2015 school year, a student scoring at the lowest achievement level in reading on the established state-wide assessment for 3rd grade will not be promoted to 4th grade unless the student qualifies for a good cause exemption.

The LBPA was amended in 2016 and includes changes such as an Individual Reading Plan (IRP) and increased expectations for 3rd grade students beginning in 2018-2019.

Questions may be directed to Dr. Kymyona Burk, State Literacy Director (K-12), at kymyona.burk@mdek12.org or 601-359-2586. Questions may also be directed to the K-3 Assistant State Literacy Coordinators: LeighAnne Cheeseman, Jill Hoda, Casey Sullivan, or Kristen Wells.

Visit www.strongreadersms.com for the latest resources, activities and news about Mississippi's literacy campaign.

Tools and Supports
State Literacy Plan
- Mississippi Comprehensive Literacy Plan (Birth-12th Grade)

Educators and Parents
- Professional Development and Resources for Teachers
- Resources for Administrators
- Literacy Research
- Resources for Parents
- IRP Guidance Webinar
- Kindergarten Integrated Centers for Literacy

Literacy Support Schools List
- 2018-2019 Literacy Support Schools List
- Literacy Support (2013-Present)

Elementary Education and Reading
- 601-359-2586
- Staff
- FAQ

Services ⌄
- Academic, Career, Counseling and Support Services
- Dyslexia
- Early Childhood
- English Language Arts
- English Learners
- Gifted Programs
- Intervention Services
- Library
- Literacy
- Mathematics
- Reading Fair
- Science
- Social Studies
- Textbook Adoption and Procurement
- Visual & Performing Arts

Documents ⌃

Parental Notification Letter

LBPA FAQs

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

Requirements for Public Schools – IRP

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.

Student Name :	Teacher/School:	Date:

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:

(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	

*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).*

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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 (IRP) 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.

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3rd Grade MAAP Assessment

- 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. *Note: The writing score is not included in determining promotion/ retention.*

- During 2018-2019 the assessment will be administered to 3rd grade public school students during the window of April 15 - April 26, 2019.

- An alternate form (Form B) of the 3rd Grade MAAP-ELA Assessment will serve as the retest. Students will have 2 retest opportunities.

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Literacy-Based Promotion Act Testing Timeline

Timeline for Universal Screener Assessment (Component 1)		
Dates	Audience	Activity Description
August 12– September 20, 2019	Grades 1-3 • Required for ALL schools	Beginning of Year (BOY) Assessment Window
December 9, 2019 – January 24, 2020	Grades K-3 • Required for ALL schools	Middle of Year (MOY) Assessment Window
March 23 – April 24, 2020	Grades 1-3 • Required for ALL schools	End of Year (EOY) Assessment Window

Timeline for Kindergarten Readiness Assessment (Component 2)		
Dates	Audience	Activity Description
August 12 – September 20, 2019	• All Public Pre-K • All Public K • Early Learning Collaboratives • School 500	K-Readiness Pretest Window
March 23 – April 24, 2020	• All Public Pre-K • All Public K • Early Learning Collaboratives • School 500	K-Readiness Post-Test Window

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Literacy-Based Promotion Act Testing Timeline

Timeline for 3rd Grade Assessments for Promotion (Component 3)		
Dates	Audience	Activity Description
April 13 – April 24, 2020	All 3rd Grade Students	3rd Grade MAAP-ELA Assessment
May 11 – May 15, 2020	Retest Window #1	MAAP 3rd Grade Reading Alternative Assessment
June 22 – July 10, 2020	Retest Window #2	

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Roles & Responsibilities

LEADERS DON'T CREATE FOLLOWERS, THEY CREATE MORE LEADERS.

PictureQuotes.com

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Organization Chart – Division of Literacy

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                        State Literacy
                           Director
        ┌──────────────┬──────────────┬──────────────┐
  Asst. State     Asst. State    Asst. State    Asst. State
  Literacy & EL   Literacy       Literacy       Literacy
  Coord.          Coord.         Coord.         Coord.
      │               │              │              │
  Regional        Regional       Regional       Regional
  Coordinators    Coordinators   Coordinators   Coordinators
      │               │              │              │
    Literacy       Literacy       Literacy       Literacy
    Coaches        Coaches        Coaches        Coaches
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Role of the MDE Literacy Coach

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Role of the Coach

ACT

PLAN

CHECK

DO

Promoting school-wide culture for literacy learning to include all stakeholders

Building capacity for literacy across the curriculum

Improve and sustain student achievement through:

Enhancing and refining reading instruction and intervention

Targeting instructional coaching using the gradual release model

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Instructional Support System

The literacy coach:

- helps teachers recognize their instructional knowledge and strengths;

- supports teachers in their learning and application of new knowledge and instructional practices;

- promotes job-embedded learning and provides ongoing, sustainable support to teachers; and,

- uses data to provide differentiated support to individual teachers or small groups by grade level, by department, or by skill level.

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Best Practices

The literacy coach:

- works with students in whole- and small-group instruction in the context of **modeling**, **co-teaching**, and **coaching**;

- assists teachers in implementing explicit, systematic, and rigorous reading instruction; and,

- ensures effective student grouping through the Multi-tiered System of Support (MTSS) process.

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Job-Embedded Professional Development

The literacy coach:

- serves as a resource for professional development throughout a school to improve reading and literacy instruction and student achievement.

- provides initial and ongoing professional development to teachers in:

  - the major reading components, based on an analysis of student performance data;

  - the administration and analysis of instructional assessments; and,

  - differentiated instruction and intensive intervention.

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Literacy Coaches are NOT

EVALUATORS

- Evaluators
- Substitute teachers
- Interventionists
- School administrators
- Tutors

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Maintaining a Record of Services

- Monthly coaching log (observing, co-teaching, modeling, conferencing, planning, etc.)

- Professional development requests and evaluation forms

- Conferencing artifacts (pre-conference, observation, post-conference, next steps, follow-up)

- Observation tools

- Monthly Coaching Support Report

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Gradual Release: Limited Support

The MDE utilizes a gradual release literacy coaching model to promote sustainability of best practices and to maximize and enhance instructional capacity.

During the 2018-2019 school year, several literacy support schools, or schools that have received MDE-provided literacy coaches, have been identified to transition into *limited literacy support status.*

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District and School Role

"The literacy coach cannot be effective without the consistent support of campus leaders."

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The Principal/Coach Relationship

- The principal/coach relationship is critical to the development and implementation of specific duties of the coach.

- Principals and coaches should work together to build a shared literacy vision and collaborative relationship to improve instruction and student achievement (*Casey, 2006; Puig and Froelich, 2007).*

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School Leadership Support Role

The principal (administrative team):

- communicates through both words and behaviors that the literacy coach is **not** evaluating the performance of the teachers;

- holds staff accountable for working with the literacy coach to improve instruction;

- provides an opportunity for collaboration in the development of the *School-wide Literacy Plan*;

- meets frequently with the literacy coach to discuss goals and plans for activities;

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School Leadership Support Role

The principal (administrative team):

- attends Spring and Winter Learning Walks;

- follows through with coaching strategies and practices; and,

- attends collaborative staff meetings.

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District Leadership Support Role

The district personnel:

- attends Fall and Winter Learning Walks; and,

- reviews monthly logs with campus administrators to provide Assistant State Coordinators with ongoing feedback on the effectiveness of coaching and the implementation of best practices.

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Monitoring and Evaluation Procedures

MDE

- Administer formal evaluations of the coaches twice per year

- Monitor coach performance

- Review bi-weekly submission of coaching logs

- Conduct site visits, "Learning Walks", data analysis (formative and summative)

- Evaluate ongoing professional development and training

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Monitoring and Evaluation Procedures

Districts and Schools

- Regularly debrief with literacy coaches

- Conduct and analyze data from district and/or school observations

- Complete a survey of coaching support twice per year (December and April)

- Analyze student data (formative and summative)

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A Focus on Best Practices
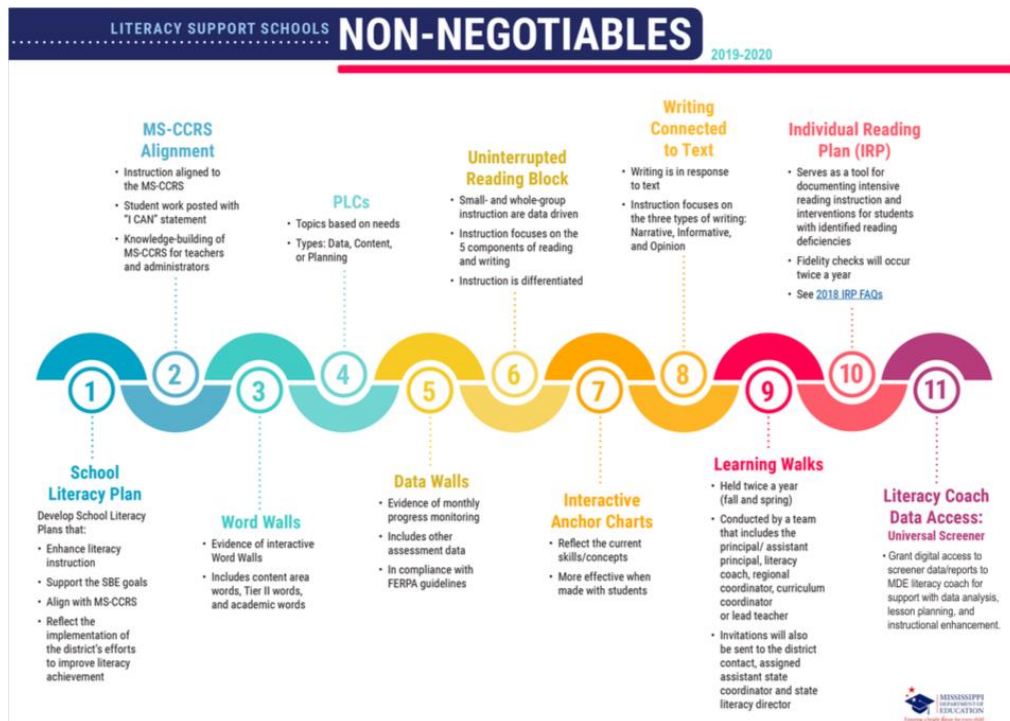
Writing Gallery

- A writing gallery (walk) allows participants to view students' writing and make constructive, specific helpful comments about the writing.

- The gallery walk experience is non-evaluative in nature.

- It is meant to increase the importance and consistency of writing in the kindergarten through 5th grade classrooms and to increase teacher knowledge and understanding in the designated areas of writing.

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Writing Gallery: Timeline

Instruction: 2-3 weeks

- Introduce the writing type

- Teach for understanding – how to write to a topic

- Present multiple prompts on varied texts and topics

- Teach for understanding – writing to a text

- Present multiple prompts related to varied texts and topics

Organization and Display: 1 week

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Writing Gallery: Checklist

Writing Gallery Guidelines Document

Writing Gallery Type: Opinion
Grade: Kindergarten

Centers/Writing Instruction	Strong Evidence	Observed	Needs Attention	Not Observed
Use a combination of drawing, dictating, and writing tell a reader the topic or the name of the book				
State an opinion or preference about the topic or book				
Print upper and lowercase letters correctly				
Use nouns and verbs correctly				
Capitalize the first word in sentences				
Capitalize the word I				
Spell words phonetically				

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MDE Resources

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Resources & Publications for Teachers

Literacy Focus of the Month
(Transdisciplinary: Grades PK – 12)

Instructional Scaffolding Document
(ELA & Math: Grades PK-8)

English Learner Videos and Resources

Kellogg Grant Exemplar Lesson & Unit Plans
(ELA and Math, Grades PK – HS)
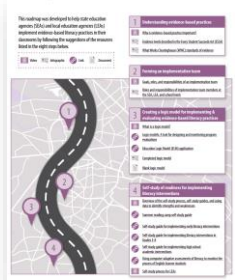
Implementing Evidence-based Literacy Practices
(Grades K-12)
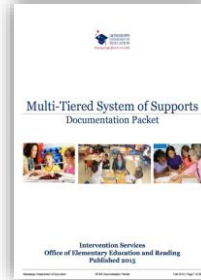
Multi-Tiered System of Supports
(Transdisciplinary, Grades PK-12)
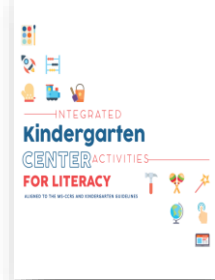
Integrated Kindergarten Centers Activities
(Transdisciplinary, Kindergarten)

Resources & Publications for Administrators

Educational Stability for Children in Foster Care
(Foster Care Guidance Document)
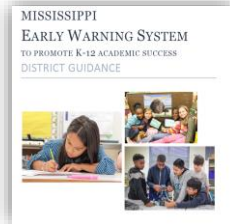
Early Warning System
(College and Career Readiness Data Guidance Document)

Early Learning Collaborative Act
Establish, Expand, Support, and Facilitate Early Childhood Education Services
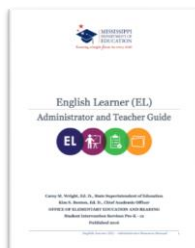
English Learner Guide

A Glimpse into Mississippi K-12 and CTE Classrooms
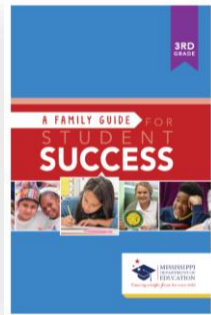*(Transdisciplinary: Grades K-12)*
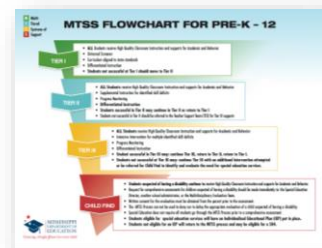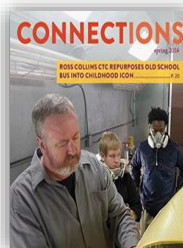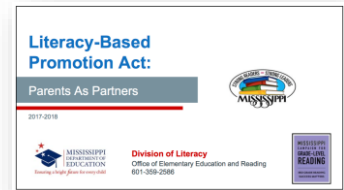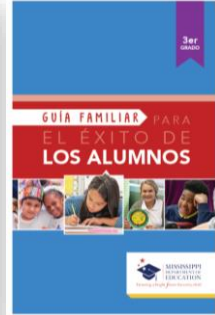

Multi-Tiered Systems of Support

Resources & Publications for Parents

Parents' Read-At-Home Plan
(Literacy-Based Promotion Act
Parent Document)

Family Guides for Student Success
(Reading & Math: Grades PK-8)

Parents As Partners: An Overview
of the 3rd Grade Assessment and
the LBPA
(Literacy-Based Promotion Act
Parent Presentation K-3)

Strong Readers = Strong Leaders

- Statewide public awareness campaign promotes literacy, particularly among PreK-3 students

- Campaign aims to equip parents and community members with information and resources to help children become strong readers

- Visit www.strongreadersms.com for more information!

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