

# Understanding the LBPA (K-3)

## Literacy Summit

September 2019



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## 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



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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 3<sup>rd</sup> grade public school students so that every student completing 3<sup>rd</sup> 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 3<sup>rd</sup> grade to be promoted to 4<sup>th</sup> 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 3<sup>rd</sup> grade student who fails to meet the academic requirements for promotion to 4<sup>th</sup> 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](mailto: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](http://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

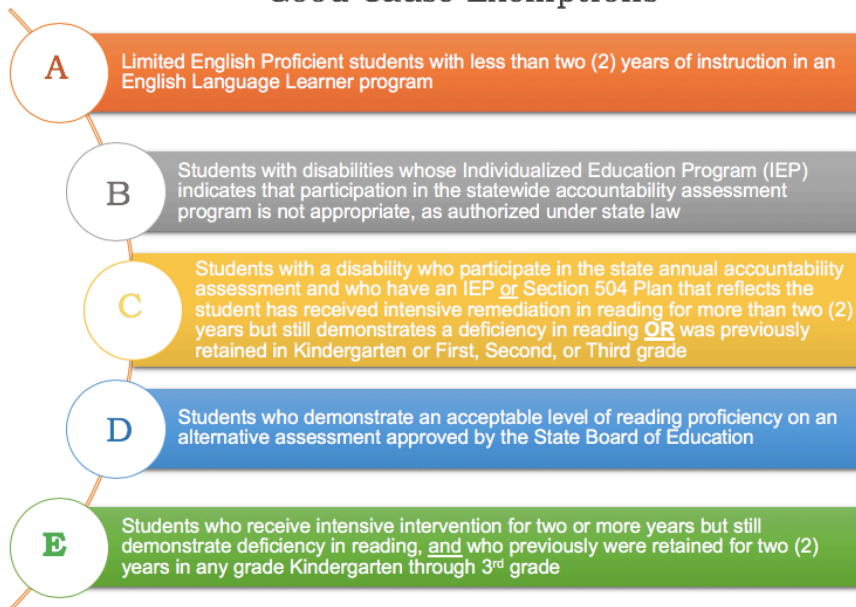
#### Services

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



## Requirements for Public Schools – IRP

The LBPA was amended in 2016 to include the development of an Individual Reading Plan (IRP) for Kindergarten and 1<sup>st</sup> through 3<sup>rd</sup> grade students with a substantial reading deficiency and 4<sup>th</sup> grade students promoted for good cause.



Student Name :	Teacher/School:	Date:
<b>Individual Reading Plan Checklist</b>		
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; 4<sup>th</sup> 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 4<sup>th</sup> 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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## 3<sup>rd</sup> Grade MAAP Assessment

- Beginning in the **2017-2018** school year, the 3<sup>rd</sup> Grade **MAAP-ELA Assessment** (Questar), which assesses 3<sup>rd</sup> grade standards, will determine 3<sup>rd</sup> grade promotion/retention. *Note: The writing score is not included in determining promotion/ retention.*
- During 2018-2019 the assessment will be administered to 3<sup>rd</sup> grade public school students during the window of April 15 - April 26, 2019.
- An alternate form (Form B) of the 3<sup>rd</sup> 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	<ul style="list-style-type: none"> <li>All Public Pre-K</li> <li>All Public K</li> <li>Early Learning Collaboratives</li> <li>School 500</li> </ul>	K-Readiness Pretest Window
March 23 – April 24, 2020	<ul style="list-style-type: none"> <li>All Public Pre-K</li> <li>All Public K</li> <li>Early Learning Collaboratives</li> <li>School 500</li> </ul>	K-Readiness Post-Test Window



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## Literacy-Based Promotion Act Testing Timeline

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



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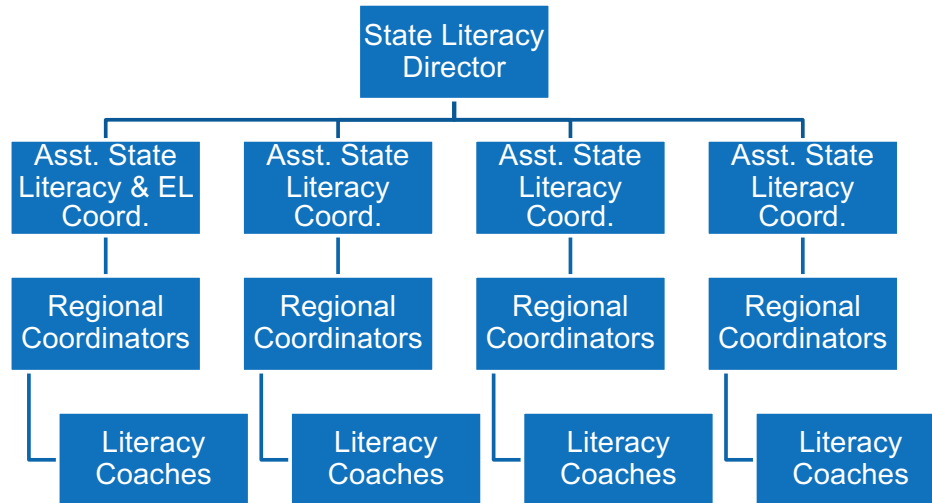
## Roles & Responsibilities



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## Organization Chart – Division of Literacy



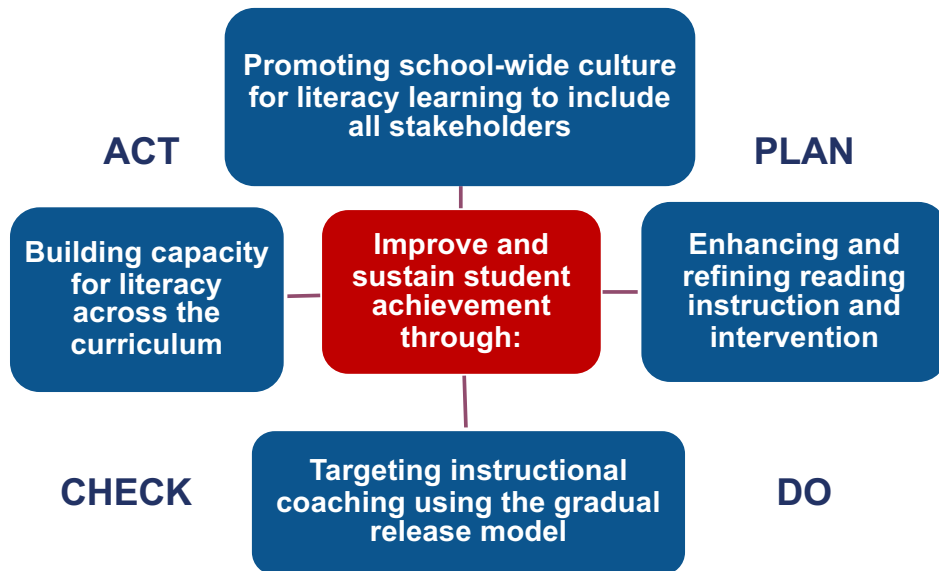
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## Role of the MDE Literacy Coach



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## Role of the Coach



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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)



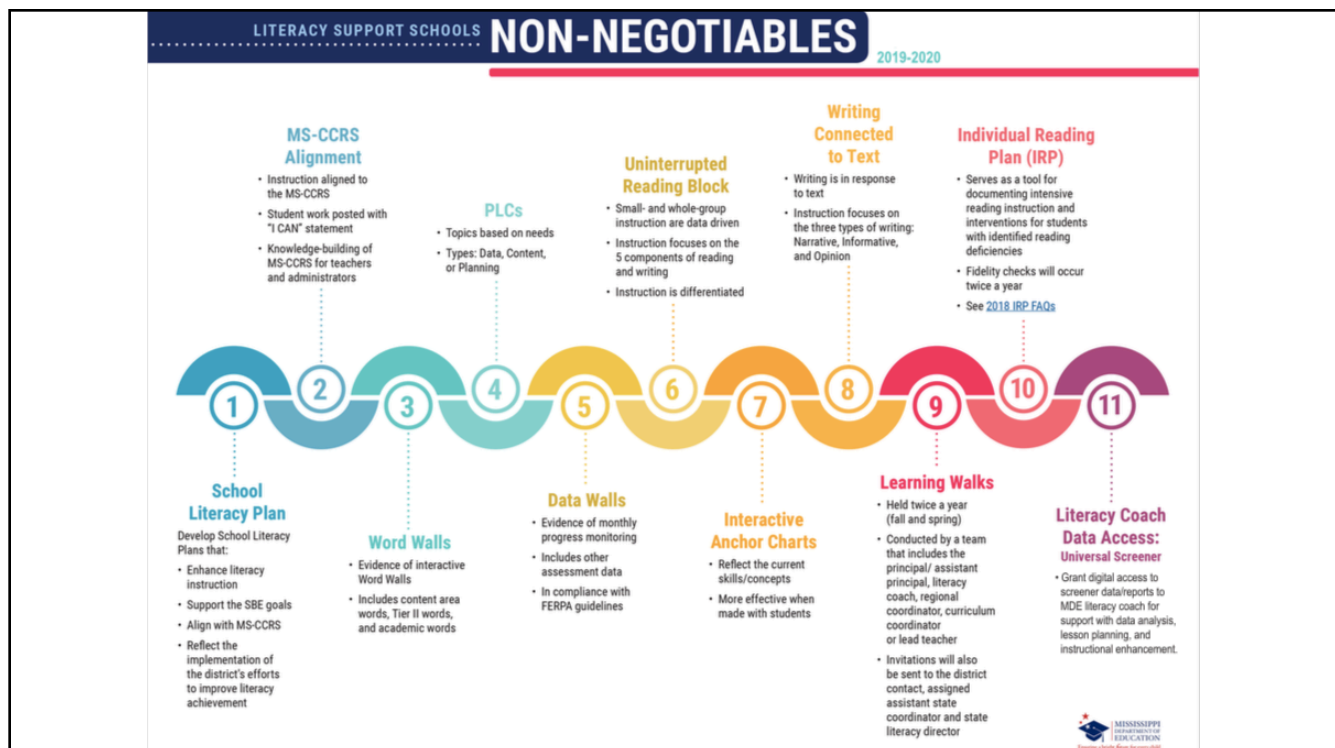
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# A Focus on Best Practices



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## 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				



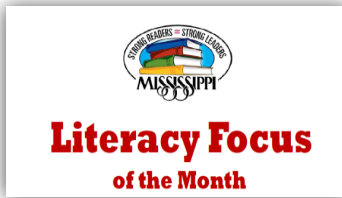
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## MDE Resources



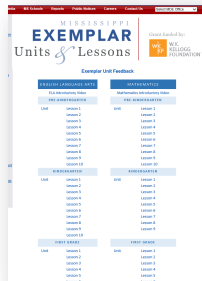
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## Resources & Publications for Teachers

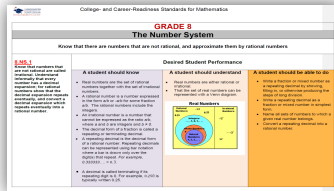


### Literacy Focus of the Month

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



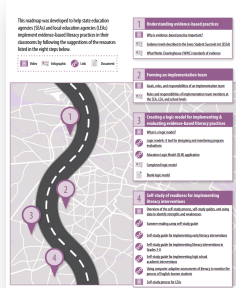
Kellogg Grant Exemplar Lesson & Unit Plans  
(ELA and Math, Grades PK – HS)



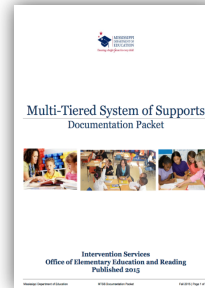
Instructional Scaffolding Document  
(ELA & Math: Grades PK-8)



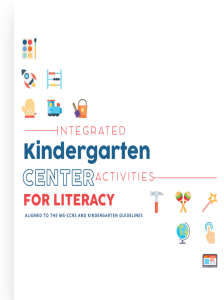
English Learner Videos and Resources



Implementing Evidence-based Literacy Practices  
(Grades K-12)

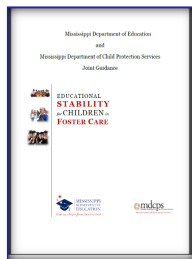


Multi-Tiered System of Supports  
(Transdisciplinary, Grades PK-12)

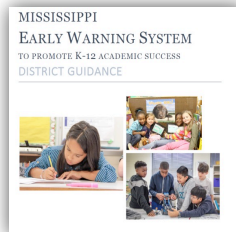


Integrated Kindergarten Center Activities  
(Transdisciplinary, Kindergarten)

## Resources & Publications for Administrators



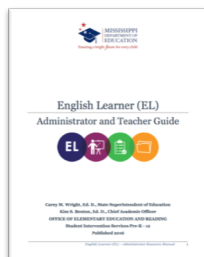
Educational Stability for Children in Foster Care  
(Foster Care Document)



Early Warning System  
(College and Career Readiness Data Guidance Document)



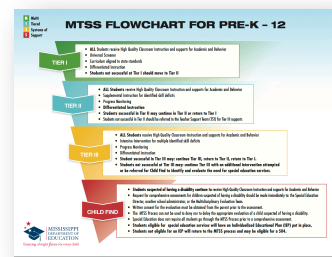
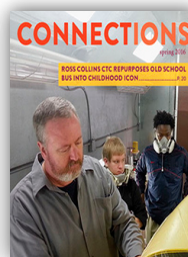
Early Learning Collaborative Act  
Establish, Expand, Support, and Facilitate  
Early Childhood Education Services



English Learner Guide



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



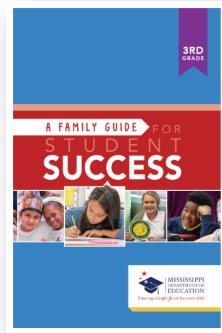
Multi-Tiered Systems of Support



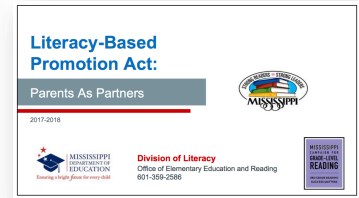
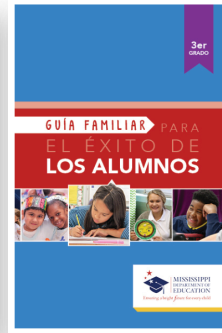
## Resources & Publications for Parents



*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)



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## 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](http://www.strongreadersms.com) for more information!



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LeighAnne Cheeseman, K-3 English Learner/Assistant State Literacy Coordinator

[lcheeseman@mdek12.org](mailto:lcheeseman@mdek12.org)

Jill Webb Hoda, K-3 Assistant State Literacy Coordinator

[jhoda@mdek12.org](mailto:jhoda@mdek12.org)

Lori Stringer, K-3 Assistant State Literacy Coordinator

[lstringer@mdek12.org](mailto:lstringer@mdek12.org)

Kristen Wells, K-3 Assistant State Literacy Coordinator

[kwells@mdek12.org](mailto:kwells@mdek12.org)