

**OFFICE OF INSTRUCTIONAL ENHANCEMENT AND INTERNAL OPERATIONS**  
**Summary of State Board of Education Agenda Items**  
**January 16-17, 2014**

**OFFICE OF CURRICULUM AND INSTRUCTION**

21. Approval to revise State Board Policy 4300 – Intervention  
(Has cleared the Administrative Procedures Act process with public comments)

**Executive Summary**

State Board Policy 4300 outlines the 3-tier instructional model that schools must use to meet the behavioral and academic needs of all students through quality classroom instruction and opportunities for intervention. This policy is being revised to align with The Literacy Based Promotion Act, Mississippi Code Section 37-177-1, et seq., (Act).

Recommendation: Approval

Back-up material attached

**Mississippi Department of Education  
Office of Curriculum and instruction  
APA Comments on State Board Policy 4300**

Comment	Response
Paragraph 6 of the proposed revision states, "All students in Kindergarten and grades 1 through 3 may be administered a screener within the first 30 days of school and repeated if indicated at mid-year and at the end of the school year to identify any deficiencies in reading." Should we change the word "may" to must/should/required?	No change is needed. Language is taken directly from Literacy-Based Promotion Act.
Upon failure of a reading screener it might be good to require a dyslexia screener to follow.	No change is needed. Districts are required to screen for dyslexia in grades K and 1, and may complete further screening if need is determined locally.
Overall flow of policy could be improved by re-ordering paragraphs (1, 4, 3, 5, 2, 6) and using a list format where appropriate.	Paragraphs were re-ordered to improve flow of document, and some text was changed from paragraph format to list format.
Please add an "e. Promoted for good cause exemptions" to paragraph 6, as those students should be considered for TST.	This change was made, as students promoted for good cause exemption may need the support of the Teacher Support Team.
In paragraph 2, interventions should be provided to a 3rd grade student who failed to meet the academic requirements for promotion to the 4th grade but was promoted for good cause exemption.	This change was made, as students promoted for good cause exemption may need interventions.
<p>Are we going to be looking at proficiency in "Oral Reading Fluency" only? Or will "Comprehension" also be a component of the promotion determination?</p> <p>Our contract with our universal screener runs out this year. We will need to make a decision soon for adoption of a screener for 2014-15. Does the state dept. have recommendations for which screeners will be acceptable based on the Promotion Act?</p> <p>The language reads "the student must be given intensive reading instruction and intervention immediately following the identification of a reading deficiency". Does this mean that a student should be put in Tier 3 immediately or will that be a call made by school level TSTs?</p>	No change is needed, as the comments are not related to changes in State Board Policy 4300. The comments are more directly related to implementation of the Literacy-Based Promotion Act.

## Nathan Oakley

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**From:** Angela Clark <Angela.Clark@lowndes.k12.ms.us>  
**Sent:** Friday, November 22, 2013 7:53 AM  
**To:** MDE Curriculum and Instruction  
**Cc:** Randy Barnett; Cathy G. Lindsay  
**Subject:** FW: SBE Policy 4300 on Intervention

**Follow Up Flag:** Follow up  
**Flag Status:** Flagged

In reference to the email below this email:

Page 4 of the proposed revision states, "All students in Kindergarten and grades 1 through 3 may be administered a screener within the first 30 days of school and repeated if indicated at mid-year and at the end of the school year to identify any deficiencies in reading."

Should we change the word "may" to must/should/required?

Also, upon failure of a reading screener it might be good to require a dyslexia screener to follow.

*Thanks,*

*Angela Clark*

**CHS Librarian**  
**111 Confederate Dr.**  
**Caledonia, MS 39740**  
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**Email: [Angela.Clark@lowndes.k12.ms.us](mailto:Angela.Clark@lowndes.k12.ms.us)**

**"Challenge all students to attain their greatest potential!"**

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**From:** Randy Barnett  
**Sent:** Friday, November 22, 2013 6:26 AM  
**To:** CHS-Everyone  
**Subject:** FW: SBE Policy 4300 on Intervention

Teachers;

Please review, make you a copy, and ask questions to the **proposed revisions** to State Board Policy 4300.

Thank you

R. BAarnett

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**From:** Trecina Green [TGreen@mde.k12.ms.us]  
**Sent:** Thursday, November 21, 2013 3:30 PM  
**To:** Principals  
**Subject:** [ms\_principals] APA: SBE Policy 4300 on Intervention

The State Board of Education has granted approval to begin the Administrative Procedures Act (APA) process to revise State Board Policy 4300 – Intervention Process. The [proposed revisions](#) may be viewed on the MDE website under Public Notices/APA Process.

Comments should be sent to Nathan Oakley in the Office of Curriculum and Instruction, P.O. Box 771, Jackson, MS, 39205, OR via email to [ci@mde.k12.ms.us](mailto:ci@mde.k12.ms.us), OR by fax to 601.359.2040 no later than **5:00 p.m. on December 19, 2013.**

Questions may be directed to the Office of Curriculum and Instruction at 601.359.2586.

## Nathan Oakley

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**From:** Cindy Googe <cindy.googe@leecountyschools.us>  
**Sent:** Friday, November 22, 2013 8:36 AM  
**To:** MDE Curriculum and Instruction  
**Subject:** 4300

**Follow Up Flag:** Follow up  
**Flag Status:** Flagged

I have a couple of questions regarding the Literacy-Based Promotion Act.

Are we going to be looking at proficiency in "Oral Reading Fluency" only? Or will "Comprehension" also be a component of the promotion determination?

Our contract with our universal screener runs out this year. We will need to make a decision soon for adoption of a screener for 2014-15. Does the state dept. have recommendations for which screeners will be acceptable based on the Promotion Act?

The language reads "the student must be given intensive reading instruction and intervention immediately following the identification of a reading deficiency". Does this mean that a student should be put in Tier 3 immediately or will that be a call made by school level TSTs?

*Cindy Googe*  
*Intervention Advisor*  
*Lee County Schools*  
*(662) 841-9144*

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## Nathan Oakley

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**From:** Joan Smith <smithjoan168@outlook.com>  
**Sent:** Thursday, December 19, 2013 8:23 AM  
**To:** MDE Curriculum and Instruction  
**Subject:** Policy 4300

**Follow Up Flag:** Follow up  
**Flag Status:** Flagged

Can the following adjustments be made to the policy?

Change the paragraph order for better flow: 1,4,3,5,2,6.

In paragraph 2, break apart the 3 ways a student can demonstrate deficiency.

- a. through performance on a reading screener approved or developed by the MDE or
- b. through locally determined assessments and teacher observations conducted in Kindergarten and Grades 1 through 3 or
- c. through statewide end-of-year assessments or approved alternate yearly assessments in Grade 3,

In paragraph 3, modify formatting to be an a,b,c list as shown above.

Please add an "e. Promoted for good cause exemptions" to paragraph 6, as those students should be considered for TST.

In paragraph 2, interventions should be provided to a 3rd grade student who failed to meet the academic requirements for promotion to the 4th grade but was promoted for good cause exemption.

Thank you for considering my comments.

Joan

## 4300 Intervention

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. research 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. through locally determined assessments and teacher observations conducted in Kindergarten and Grades 1 through 3, or
- c. 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. 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. All students in Kindergarten and grades 1 through 3 may be administered a 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 guidelines developed by MDE if any of the following events occur:
  - a. Grades 1-3: 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.

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-d stated above in Paragraph 6.

Source: *Miss. Code Ann.* § 37-177-1, et seq., (Act)

## 4300 Intervention

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:
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  - a. designed to address the deficit areas;
  - b. research based;
  - c. implemented as designed by the TST;
  - d. supported by data regarding the effectiveness of interventions.
  
- ~~3. 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 performance on a reading screener approved or developed by the MDE 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 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.~~
  
3. Teachers should use progress monitoring information to: ~~(a)~~
  - a. determine if students are making adequate progress, ~~(b)~~
  - b. identify students as soon as they begin to fall behind, and ~~(c)~~
  - 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.

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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. through locally determined assessments and teacher observations conducted in Kindergarten and Grades 1 through 3, or
- c. 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. 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.

7-6. All students in Kindergarten and grades 1 through 3 may be administered a 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 guidelines developed by MDE if any of the following events occur:

- a. Grades 1-3: 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.
- ~~d.e.~~ A student is promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy-Based Promotion Act.

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-d stated above in Paragraph 6.

Source: *Miss. Code Ann.* § 37-177-1, et seq., (Act)