

OFFICE OF CHIEF ACADEMIC OFFICER
Summary of State Board of Education Agenda Items
Consent Agenda
September 17, 2015

OFFICE OF ELEMENTARY EDUCATION AND READING

- K. Approval to revise the policy requiring districts to implement a 3-tier instructional model (State Board Policy 4300 – Intervention)
(Has cleared the Administrative Procedures Act process with public comments)

Executive Summary

The State Board of Education requires districts to implement a 3-tier instructional model to meet the behavioral and academic needs of all students through quality classroom instruction and opportunities for intervention. State Board Policy 4300 is being revised to align with Mississippi Code Section 37-173-15, regarding the screening of students for dyslexia during kindergarten and 1st grade.

Recommendation: Approval

Back-up material attached

Miss. Code Ann. § 37-173-15
MISSISSIPPI CODE of 1972

§ 37-173-15. Screening of all compulsory-school-age children enrolled in public school for dyslexia; subsequent dyslexia evaluations [Repealed effective July 1, 2016]

(1) (a) Each local school district shall adopt a policy to ensure that students will be screened in the Spring of kindergarten and the Fall of Grade 1. The component of the screening must include:

- (i) Phonological awareness and phonemic awareness;
- (ii) Sound symbol recognition;
- (iii) Alphabet knowledge;
- (iv) Decoding skills;
- (v) Encoding skills; and
- (vi) Rapid naming.

(b) If a student fails the screener, the parent or legal guardian will be notified of the results of the screener. Subsequent dyslexia evaluations may be administered by licensed professionals, including:

- (i) Psychologists, licensed under Chapter 31, Title 73, Mississippi Code of 1972;
- (ii) Psychometrists, licensed by the Mississippi Department of Education; or
- (iii) Speech Language Pathologists, licensed under Chapter 38, Title 73, Mississippi Code of 1972.

(c) If a student fails the screener, the school district, in its discretion, may perform a comprehensive dyslexia evaluation, such evaluation must be administered by any of the licensed professionals identified under paragraph (b) of this subsection.

(d) If a parent or legal guardian of a student who fails the dyslexia screener exercises the option to have a subsequent evaluation performed, such evaluation shall be administered by any of the licensed professionals identified under paragraph (b) of this subsection, and the resulting diagnosis of the subsequent evaluation must be accepted by the school district for purposes of determining eligibility for placement within a dyslexia therapy program within the current school or to receive a Mississippi Dyslexia Therapy Scholarship for placement in a dyslexia program in another public school or nonpublic special purpose school.

(2) The screening of all compulsory-school-age children enrolled in each local public school district for dyslexia required by subsection (1)(a) of this section shall in no manner nullify or defeat the requirements of the pilot programs adopted by the State Department of Education to test certain students enrolled or enrolling in public schools for dyslexia under Section 37-23-15.

SOURCES: Laws, 2012, ch. 560, § 8, eff from and after July 1, 2012.

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. 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 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)

APA Comments on State Board Policy 4300

The Office of Elementary Education and Reading received the following APA comments about *State Board Policy 4300*.

Comments	MDE Response
<p>My concern is about the dyslexia screener components and age for screening.</p> <p>I believe that there is more to screening for dyslexia than these components such as directionality and family history. I also think that the screening should be at second or third grade. At kindergarten / first grade there may be a lot of developmental issues that would lead a teacher or parent to think the student is dyslexic when there may be serious reading issues.</p> <p>There also needs to be a lot of training on what is and what is not dyslexia for districts.</p>	<p>No change required. The components and required grade levels for the dyslexia screener are established by state law.</p> <p>The law does not preclude districts from examining other related issues or from conducting additional screening in later years.</p> <p>Training regarding dyslexia is available through several statewide conferences and local professional development sessions.</p>

APA Comments on State Board Policy 4300

From: Lanette Kuhn [<mailto:lkuhn@gville.k12.ms.us>]

Sent: Friday, July 17, 2015 2:50 PM

To: MDE Curriculum and Instruction

Subject: APA Policy 4300

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Lanette Kuhn

Director

Greenville Technical Center

Greenville Public School District