

# Roadmap to Reading Success



## Transition and Intensive Acceleration Guidance

[mdek12.org](http://mdek12.org)

**Mississippi Department of Education**  
Division of Literacy



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

April 29, 2021





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

**EVERY** School Has Effective Teachers and Leaders

4



**EVERY** Community Effectively Uses a World-Class Data System to Improve Student Outcomes

5



**EVERY** School and District is Rated “C” or Higher

6



## 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

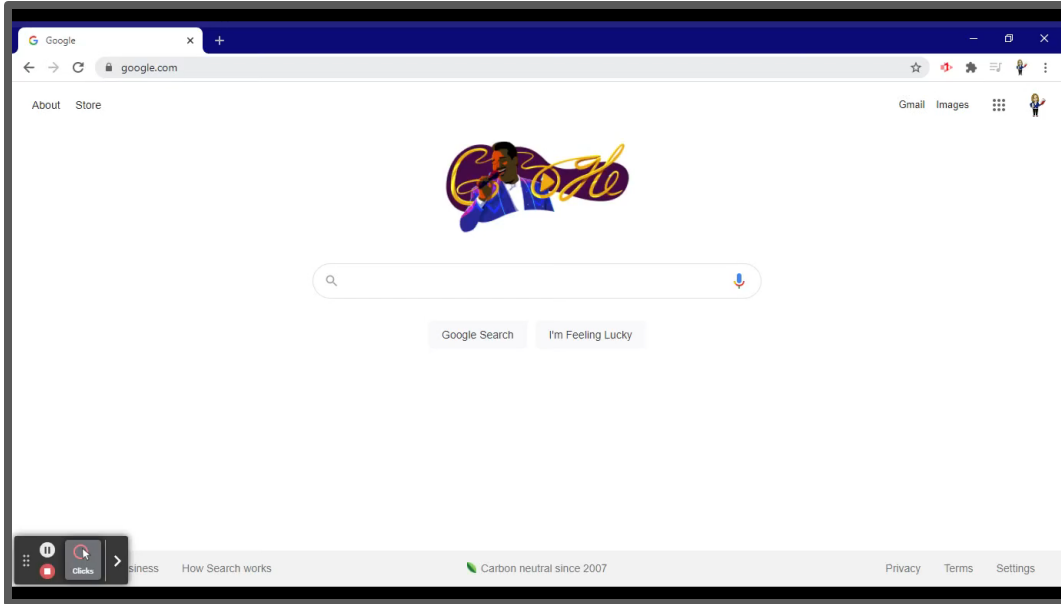


## MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

- Discuss the purpose of the [\*Guidelines for Students Identified with a Reading Deficiency and/or for Students Not Promoted\*](#) document
- Examine the components of a K-3<sup>rd</sup> grade Transition Class
- Define additional components of Intensive Acceleration Classes
- Discover key preparation points for acceleration success





- The MDE has released guidelines to support schools with the implementation of K-3 transition classes and Grade 3 intensive acceleration classes.
- This document can be located on the MDE website by visiting [www.mdek12.org/literacy](http://www.mdek12.org/literacy) and clicking on the "Resources for Administrators" button.



# Transition and Acceleration Classes

---

Our first stop:  
The 'why' and 'how'

- To attain grade-level reading proficiency, students need systematic foundational skills instruction as well as a robust vocabulary and ample exposure to academic content.
- As a part of the Literacy Based Promotion Act (LBPA), students who have been identified as having a reading deficiency or who have been retained, qualify for a transition or intensive acceleration class.

- This document is intended to provide guidelines for schools to support the implementation of a transition class for kindergarten through 3rd grade students and/or a Grade 3 intensive acceleration class.
- It includes a framework, guidelines, and recommendations to assist educators with supporting students' learning needs.
- Prior to the beginning of the year, schools should begin preparing a strategic plan to provide grade-appropriate accelerated learning in response to student needs identified through diagnostic assessments.



**While navigating through the document, consider the following questions to strengthen your planning process:**

1. What are your goals for accelerating student learning for all students, and where do you stand against them?
2. How do you ensure that your students' experiences in school will lead to accelerated student learning for all?

([TNTP 2020](#))

## Transition Class

- ✓ For kindergarten, first, second, or third grade students identified with a reading deficiency **OR** who have been retained due to a reading deficiency
- ✓ Assists 3rd grade students promoted to 4th grade with a Good Cause Exemption
- ✓ Designed to provide intensive instruction and intervention in reading to remediate the student's specific reading deficiency
- ✓ Designed to help students master content standards within the student's current grade
- ✓ Designed for students to attend the entire school year

## Acceleration Class

- ✓ For students who were retained in 3rd grade **AND** who have previously been retained in kindergarten or grades 1 through 3
- ✓ Provides reading instruction and intervention for the majority of the student's instructional day
- ✓ Incorporates opportunities to master grade-level RL and RI standards in other core academic areas
- ✓ Focused on increasing a student's reading level at least by two grade-levels in one school year
- ✓ Provides access to grade-appropriate assignments focused on priority content, along with strong instruction that addresses any gaps in prior learning within the context of grade-appropriate assignments

- Acceleration and transition classes are not the same as remediation.
- The implementation of acceleration classes and transition classes will support students through strategic and intensive instruction that targets students' deficit areas as identified through diagnostic assessments.
- The implementation of acceleration and/or transition classes requires in depth planning and data analysis to ensure success.

- When providing intervention for students in transition or accelerated classes, the essential components of a Multi-Tiered System of Supports (MTSS) should be incorporated allowing a continuum of supports to improve student outcomes for both academics and behavior.
- School districts should ensure that multiple data points are being utilized as academic decisions are being made.
- Districts should utilize a MTSS committee that includes special and general education, gifted education, and English learner teachers, as well as other knowledgeable staff, when making academic and/or behavioral decisions for students.

- When implementing evidence-based instruction and intervention, fidelity checks should be in place to ensure that the intervention is matched to the identified deficit and the progress monitoring is matched to the implemented intervention.
- Regular integrity checks and ongoing professional development should continue to occur as well, ensuring maximum progress for ALL students.
- Additional information can be found in the [MTSS Guidance Document](#) located on the MDE website.

# Transition Classes

Our next stop on the  
Roadmap to Reading  
Success

---



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

**Kindergarten through 3rd grade students who have been identified as having a reading deficiency OR who have been retained could be considered for a transition class.**

- Identification of a reading deficiency can occur through an approved K-3 screener or through locally determined high-quality assessments that are technically rigorous measures of state-adopted reading standards.







Student selection criteria are established by local board policies / procedures.



Students are coded in MSIS at their current grade placement for the entire year.



Each transition class is a single classroom—not cross-sections of multiple grade levels.



Students will take assessments based upon their current grade levels.



Utilizing [MDE's Scaffolding Document](#) for vertical alignment and support is strongly recommended.



Documentation of instructional interventions for areas of reading deficiency must be maintained.



A reduced student-to-teacher ratio is recommended.

	Kindergarten	1st Grade	2nd Grade	3rd Grade
TRANSITION CLASS	Grade-level, Tier 1 instruction	Grade-level, Tier 1 instruction	Grade-level, Tier 1 instruction	Grade-level, Tier 1 instruction
	Intervention instruction	Intervention instruction	Intervention instruction	Intervention instruction
	1st Grade accelerated instruction	2nd Grade accelerated instruction	3rd Grade accelerated instruction	4th Grade accelerated instruction

## Co-teaching within the General Education Classroom

- Additional trained personnel inside classroom
- During small groups
- Intervention and/or acceleration outside the 90+ minute Tier 1 instructional block

## Enrichment/Acceleration Block

- Highly-qualified teacher
- Acceleration and/or enrichment outside the 90+ minute Tier 1 instructional block
- Could guide schools with limited personnel

# Intensive Acceleration Classes

Another stop on the Roadmap  
to Reading Success

Intensive acceleration classes focus on improving students' reading level by at least two-grade levels in one school year by providing:

- Tier I Reading instruction utilizing grade 3 [MS-CCRS](#)
- Small-group, data-driven intervention
- Opportunities to master grade 4 standards in other core academic areas (math, science, social studies, etc.)





Students who:

- have been retained in third grade **AND** retained a previous year in kindergarten, first, or second grade.
- have been promoted to fourth grade in 2020-2021 but did not score a Level 3 on the MAAP Assessment **AND** have been identified through a screener as performing below grade-level.



Students are coded as Grade 3 in MSIS.



Student selection criteria are established by local board policies and procedures.



Evidence-based reading program AND intensive interventions with weekly progress monitoring should be used.



Small-group and data-driven classroom instruction focused on grade-level standards.

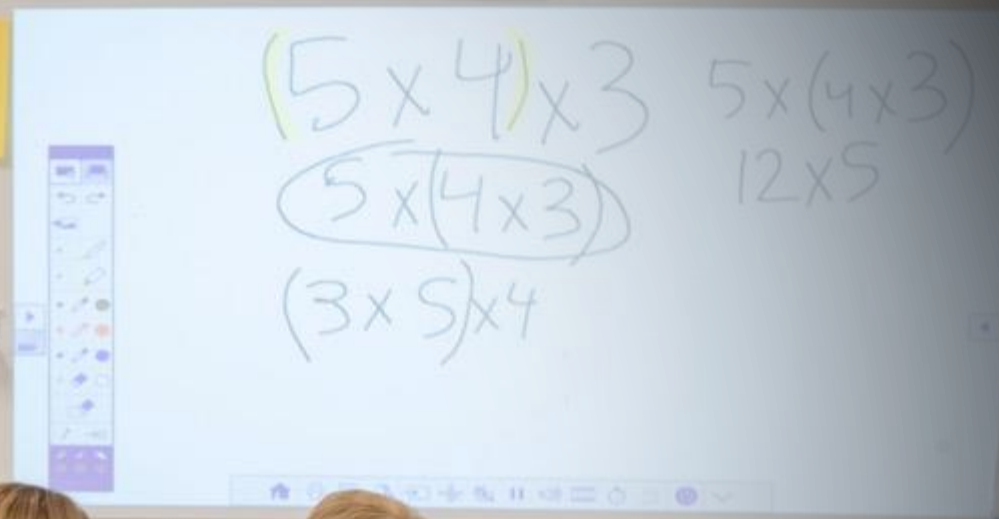


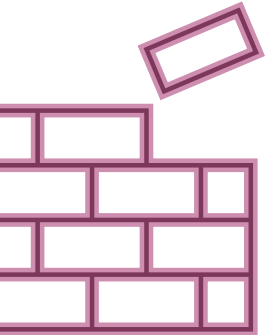
Written and ongoing notification with parents and guardians including resources and strategies should occur frequently.



# Mapping It Out

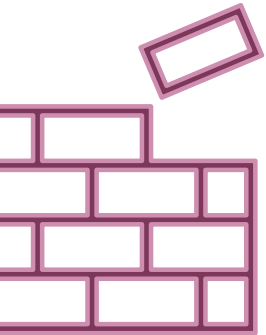
Key preparations for acceleration success





	RI Standard 9	Changes
<b>1st Grade</b>	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Identify → compare and contrast  Basic similarities and differences → most important points
<b>2nd Grade</b>	Compare and contrast the most important points presented by two texts on the same topic.	

[ELA Vertical Progression Document](#)



	RI Standard 9	Changes
<b>3rd Grade</b>	Compare and contrast the most important points and key details presented in two texts on the same topic.	Compare and contrast → integrate information  + Write or speak about the subject
<b>4th Grade</b>	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	

[ELA Vertical Progression Document](#)

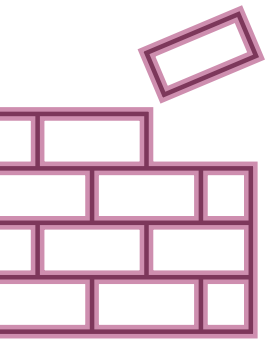
## RI Standard 10

**1st Grade:** With prompting and support, read informational texts appropriately complex for grade 1.

**2nd Grade:** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**3rd Grade:** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

**4th Grade:** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.



## Members to Consider for the Acceleration Team:

- A district-level acceleration team leader
- Representative(s) from the curriculum and instruction team
- Representative(s) from the assessment or research team
- Representative(s) from the professional development or instructional coaching teams
- Additional representatives with experience supporting:
  - Special Education
  - English Learners (EL)
- A school-level administrator or team leader



May

- Create your acceleration team AND define expectations
- Establish a clear vision and specific goals for acceleration team
- Develop a clear work plan for every acceleration team member
- Examine student data from 2020-2021 school year

June

- Prioritize critical prerequisite skills and content knowledge for each subject area and grade-level
- Draft and finalize guidance for teachers on diagnosing students' reading deficiencies
- Begin planning updates to district pacing guides
- Begin developing plans for teacher and leader trainings on acceleration of student learning

July

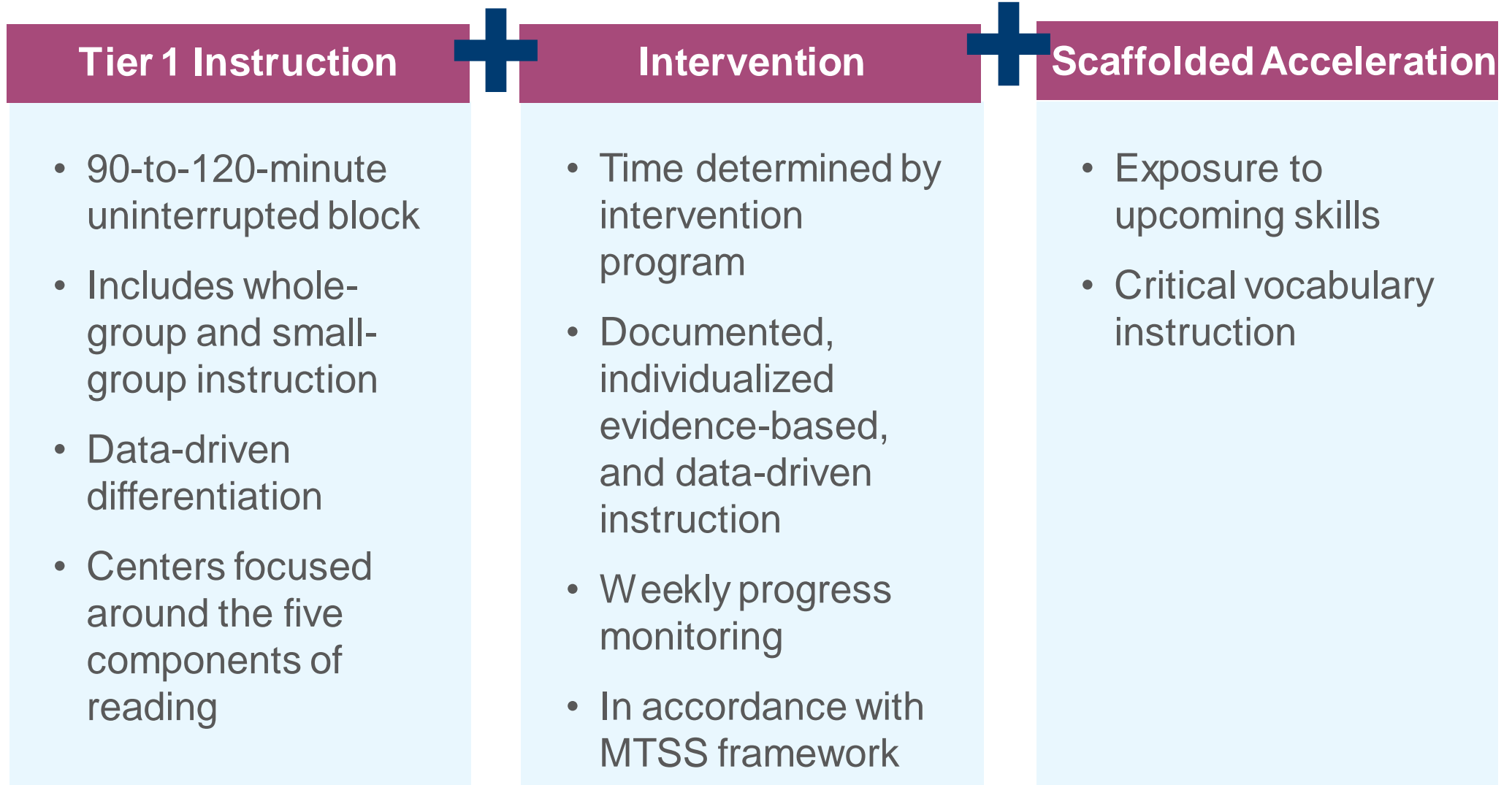
- Finalize all pacing guides and reference them with the prioritized critical prerequisite skills and content knowledge skills; verify that the most important content knowledge will be covered
- Finalize plans for professional development on accelerated learning

August

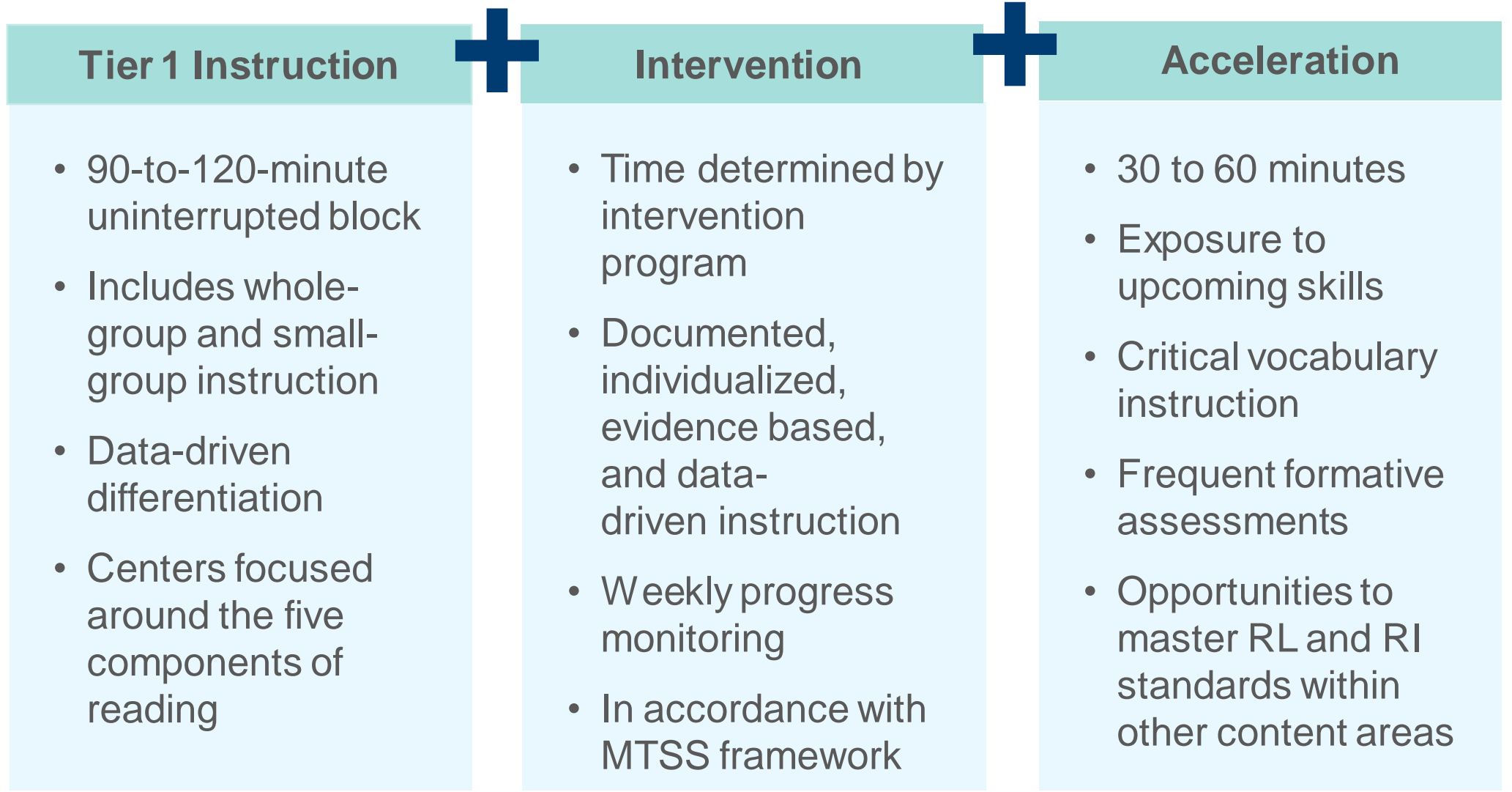
- Train facilitators of accelerated learning professional development sessions
- Deliver training on accelerating student learning for teachers and staff

September

- Evaluate how the accelerated learning plan is being executed and make any necessary adjustments







Time	Subject
8:00-10:00 a.m.	Tier 1 Grade 3 ELA Instructional Block
10:00-11:00 a.m.	Small-group Intervention
11:00-11:55 a.m.	Activity Time
11:55-12:15 p.m.	Lunch
12:15-12:35 p.m.	Recess
12:35-1:35 p.m.	Math
1:35-2:35 p.m.	Acceleration Time



## Sample 2: A Day At a Glance

Time	Subject
7:45-9:45 a.m.	Tier 1 Grade Level ELA Instructional Block
9:45-10:45 a.m.	Small-group Intervention
10:45-11:35 a.m.	Activity Time
11:35-11:55 a.m.	Lunch
11:55-12:15 p.m.	Recess
12:15-1:15 p.m.	Math
1:15-2:15 p.m.	Acceleration Time -Push-in teacher-led enrichment -Push-in teacher-led intervention -Push-in teacher-led acceleration



# Roadmap Resources

Helpful links as you prepare  
for reading success

---



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

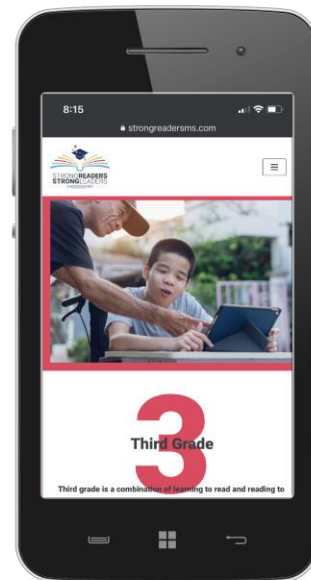


- [MS-CCR Standards](#)
- [MTSS Guidance Document](#)
- [ELA Scaffolding Document](#)
- [ELA Vertical Progression Document](#)
- [TNTP Article](#)
- [Steps for Implementing an Intensive Acceleration Class](#)



**If you have questions,**  
please email  
[askacoach@mdek12.org](mailto:askacoach@mdek12.org).

The "***Ask A Literacy Coach***" button is also available on the MDE 'resources for administrators' page.



## Strong Readers Strong Leaders Mississippi

[Strongreadersms.com](http://Strongreadersms.com)

website was developed to help families assist children with building their reading skills. The site provides activities, resources, and information for children from birth through 5th grade to become strong readers.



**STRONG READERS**  
**STRONG LEADERS**  
—MISSISSIPPI—

**Lydia Aderholt**

*Regional Literacy Coordinator*

**Summeral Newman**

*Literacy Coach*

**Sylvia James**

*Literacy Coach*

**Leah Stanford**

*Literacy Coach*

[mdek12.org](http://mdek12.org)

**Amanda Malone**

*Literacy Coach*



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

