

Literacy-Based Promotion Act

2020-21 Frequently Asked Questions

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MISSISSIPPI
DEPARTMENT OF
EDUCATION

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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

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



- Overview
- Screeners and Diagnostics
- Connecting the Dots
- IRPs
- LBPA Updates and Waivers
- Resources

Overview

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.

Universal Screening and Kindergarten Readiness

- The K-3 Universal Screener and Kindergarten Readiness Assessment are both required for Kindergarten, as they are both required by MS codes/State Board policy.
- If districts use Renaissance as their screener, then the Kindergarten Readiness Assessment suffices as the BOY and EOY universal screener since the Kindergarten Readiness Assessment is STAR Early Literacy. If districts do not use Renaissance, the Kindergarten Readiness and the Universal Screener must both be given.

Universal Screening and Kindergarten Readiness

REQUIRED SCREENERS AND ASSESSMENTS Grades PK-3

Screener	PK	K	1 st	2 nd	3 rd
Universal Screener		✓	✓	✓	✓
Dyslexia Screener		✓	✓		
Brigance	✓				
Kindergarten Readiness Assessment	✓	✓			
Mississippi Academic Assessment Program					✓

Screeners and Diagnostics

Universal Screeners:

Universal screener assessments helps teachers identify students who are at risk for not meeting grade-level learning goals.

Four Questions to Ask After Universal Screening:

1. Is the student at risk for dyslexia or not meeting important pre-reading and reading goals expected for the grade level?
2. Is the student making enough reading progress to read proficiently and reach important reading goals?
3. Is the student reading with sufficient proficiency to meet grade level reading expectations and important reading goals?
4. For students not making adequate reading progress despite intervention, what additional intervention approaches have the best chance of improving the rate of reading progress?

Levels of Instructional Supports

According to the National Center on Improving Literacy, schools should provide at least **three levels of instructional support** for students, based on their overall reading proficiency.

Levels of Instructional Supports

- **Core classroom instruction** for all students.
- **Moderate additional support** for students reading somewhat below grade level expectations (i.e., moderate risk for reading problems).
- **Intense additional support** for students reading well below grade level expectations (i.e., high risk for reading problems).

Diagnostic Assessments

Diagnostic assessments provides detailed information about **student's reading skills** for the purposes of developing and implementing individualized interventions for students.

Diagnostic Assessments

- Quick Phonics Screener (QPS)
- Decoding Inventory
- Spelling Inventory
- P.A.S.T- Phonological Awareness
- DIBELS
- San Diego Quick Assessment

Note: *Some intervention programs may include a built-in diagnostic assessment.*

Connecting the Dots:

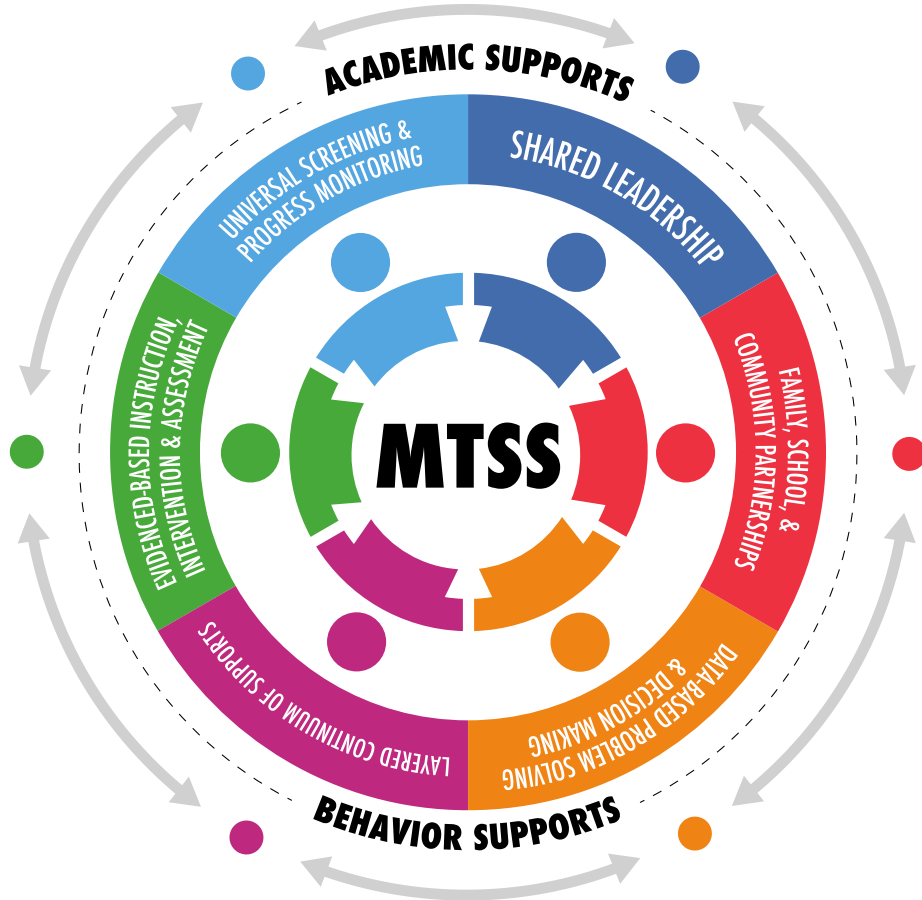
MTSS, RTI, and IRPs

MTSS is widely considered an umbrella framework to encompass “**whole child**” data (achievement and growth as well as attendance, behavior, and social emotion), essentially combining the **PBIS** and **RTI** processes.



- A multi-tiered system of supports is a **framework** for effective **team**-based problem solving that is **data-informed**, **evidence-based**, and **flexible** enough to meet the **academic** and **behavioral** needs of **all** students.

MTSS Essential Components



- **RTI** is a framework that calls for research-based interventions to be implemented for struggling students.
- **PBIS** is a framework that calls for actively teaching positive behaviors and implementing evidence-based preventative/responsive interventions to support student academic achievement and well-being.

IRPs

Individual Reading Plan (IRP)

- The LBPA was amended in 2016 to include the Individual Reading Plan (IRP) and increased expectations for 3rd grade students beginning in 2018-2019.
- Any students in K-3 that exhibit a substantial deficiency in reading as well as students who were promoted to 4th grade under a good cause exemption should have an IRP on file.

IRP Components

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;

SECTION 3B TIER III (INTENSIVE INTERVENTION) DOCUMENTATION		
TST Referral Date: <input type="text"/>		Initial Eligibility Date: <input type="text"/>
<i>Instructions: TST MEMBERS, CLASSROOM TEACHERS, AND INTERVENTIONISTS should work together to complete this form for each student that did not respond to Tier II interventions or for 4th grade students requiring Intensive Intervention after a Good Cause Exemption promotion or for Intensive Reading Interventions for Special Education students (K-4) and English Learners (ELs).</i>		
DETAILS OF INTERVENTION		Visit www.mde.k12.ms.us/intervention <i>RtI Resource Links</i> for additional resources.
Student Name: <input type="text"/>	Describe intensive intervention strategies utilized – should be evidence-based:	Provide specific evaluation criteria, in <u>measurable</u> terms, utilized to determine effectiveness and monitor progress:
Describe target deficit area of intervention(s) – identify if academic and/or behavioral and explain: <input type="text"/>	<input type="text"/>	<input type="text"/>

IRP Components

(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;

SECTION 3B TIER III (INTENSIVE INTERVENTION) DOCUMENTATION		
TST Referral Date: <input type="text"/>		Initial Eligibility Date: <input type="text"/>
<i>Instructions: TST MEMBERS, CLASSROOM TEACHERS, AND INTERVENTIONISTS should work together to complete this form for each student that did not respond to Tier II interventions or for 4th grade students requiring Intensive Intervention after a Good Cause Exemption promotion or for Intensive Reading Interventions for Special Education students (K-4) and English Learners (ELs).</i>		
DETAILS OF INTERVENTION		Visit www.mde.k12.ms.us/Intervention <i>Rtl Resource Links</i> for additional resources.
Student Name: <input type="text"/>	Describe intensive intervention strategies utilized – should be evidence-based:	Provide specific evaluation criteria, in <u>measurable</u> terms, utilized to determine effectiveness and monitor progress:
Describe target deficit area of intervention(s) – identify if academic and/or behavioral and explain: <input type="text"/>	<input type="text"/>	<input type="text"/>

IRP Components

(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.



Individual Reading Plan Documentation

*The Individual Reading Plan is included in the Multi-Tiered System of Supports (MTSS) 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 English Language Learners (ELs).*

<https://www.mdek12.org/OAE/OEER/InterventionServices>

New Individual Reading Plan Alignment Checklist

Individual Reading Plan Alignment Checklist		
Student	Teacher:	Grade:
		Date:
<p><i>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:</i></p>		
	(a) The student's specific, diagnosed reading skill deficiencies as determined (or identified) by diagnostic assessment data;	MTSS Documentation Packet: Tier III <i>Section 3B; page 14</i>
	(b) The goals and benchmarks for growth;	MTSS Documentation Packet: Tier III <i>Section 3B, 3D; page 14, 16</i>
	(c) How progress will be monitored and evaluated;	MTSS Documentation Packet: Tier III <i>Section 3B, 3C, 3D; page 14-16</i>
	(d) The type of additional instructional services and interventions the student will receive;	MTSS Documentation Packet: Tier III <i>Section 3B; page 14</i>
	(e) The research-based reading instructional programming the teacher will use to provide reading instruction, addressing the areas of phonemic	MTSS Documentation Packet: <i>Appendix E</i>

New Individual Reading Plan Alignment Checklist



<input type="checkbox"/>	(f) The strategies the student's parent is encouraged to use in assisting the student to achieve reading competency; and,	MTSS Documentation Packet: <i>Appendix E</i>
<input type="checkbox"/>	(g) Any additional services the teacher deems available and appropriate to accelerate the student's reading skill development	MTSS Documentation Packet: <i>Appendix E</i>

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 English Language Learners (ELs).*

Teachers are not required to develop an IRP if the student currently has an IEP with Reading goals. *However, if a student's IEP does not currently address reading difficulties and the student later develops a deficit in reading, then the general education and the special education teacher must collaborate to determine whether goals need to be added to the IEP or if an IRP is most appropriate. If a student has an IEP that only has Math goals and the student later begins to struggle in reading, then an IRP must be written for K - 4 students. The individual needs of the student should dictate the goals and the supports provided. The general education teacher and the special education teacher should work collaboratively to develop and implement the IEP and continue to progress monitor as indicated in the IEP.*

Individual Reading Plan

- For the 2020-2021 school year, it is recommended that an IRP be completed after results from both the beginning-of-year screener and the first progress monitoring assessment, which typically occurs in September, have been administered.
- Once a student has been identified, it is **recommended** that additional diagnostic information be gathered to make the determination for intervention.
- Therefore, multiple data points should be used to determine substantial reading deficiencies.

Individual Reading Plans and IEPs

- An IRP is not required if the K-4 student currently has an IEP with Reading goals.
- However, if a student's IEP does not currently address reading difficulties and the student later develops a deficit in reading, then the general education and the special education teacher must collaborate to determine whether goals need to be added to the IEP or if an IRP is most appropriate.

- The IRP serves as a tool for documenting intensive reading instruction and interventions for students with identified reading deficiencies.
- These can be documenting utilizing the MTSS Documentation Packet

Individual Reading Plans and IEPs

- If a student has an IEP that only has Math goals and the student later begins to struggle in reading, then an IRP must be written for K-4 students.
- The individual needs of the student should dictate the goals and the supports provided. The general education teacher and the special education teacher should work collaboratively to develop and implement the IEP and continue to progress monitor as indicated in the IEP.

2020-2021 LBPA

Updates and Waivers

- If a student's IEP addresses reading difficulties and includes specific goals that address those difficulties, then the IEP and progress monitoring of current goals will be considered as documentation of intervention.
- However, if the student's IEP does not address reading difficulties then the IEP cannot serve as Intervention documentation.

- For the **2019-2020 school year**, the State Board approved a waiver for GCE documentation. For Good Cause Exemptions C and E, the two (2) years of intervention requirements are reduced to one (1) year. In the GCE documentation packet, please indicate the student's grade level (K-3) during the 2019-2020 school year.

Additional

Resources and Suggestions

Resources



VIRTUAL LITERACY INSTRUCTION GUIDE FOR K-5 TEACHERS

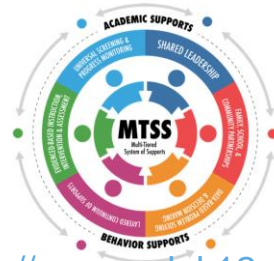


<https://www.mdek12.org/Literacy>

Multi-Tiered System of Supports GUIDANCE DOCUMENT



[MTSS Guidance Document](#)



Multi-Tiered System of Supports

DOCUMENTATION PACKET

<https://www.mdek12.org/OAE/OEER/InterventionServices>



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

for the Mississippi College- and Career-Readiness Standards

▼ Literacy/English
Language Arts

Grades 2-3

August 2020



<https://mdek12.org/secondaryeducation/englishlanguage/instructional-Planning-Guides-for-English-Language-Arts-K-12>



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