

Guidelines for Students Identified With a Reading Deficiency and/or for Students Not Promoted

I. TRANSITION CLASSES FOR KINDERGARTEN THROUGH 3rd GRADE

In accordance with the Literacy-Based Promotion Act [§ 37-177-1(4)], a Kindergarten or First, Second or Third Grade student identified with a deficiency in reading must be provided intensive interventions in reading to ameliorate the student's specific reading deficiency, as identified by a valid and reliable diagnostic assessment. 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. A Kindergarten, First, Second or Third Grade student identified with a reading deficiency or not promoted may be placed in a transition class.

A transition class is designed to provide intensive instruction and intervention in reading to remediate the student's specific reading deficiency and master content standards within the student's current grade; it is not designed for students to be promoted midyear.

A transition class is for students identified as having a reading deficiency or who have been retained, either through the MKAS2 screener or through locally determined high-quality assessments that are technically rigorous measures of state-adopted reading standards. While § 37-177-1(4) addresses Kindergarten through 3rd grade students with a reading deficiency, transition classes could also be used for students retained in 3rd grade or promoted to 4th grade under a Good Cause Exemption.

Guidelines for implementing a transition class:

- Students remain coded in MSIS at their current grade placement for the entire school year.
- Each transition class is to be a single-grade classroom, not a cross-section of multiple grade levels.
- Local board policies / procedures establish transition class student selection criteria.
- At a minimum, transition classes must include:
 - 90 minutes of scientifically research-based reading instruction that includes phonemic awareness, phonics, fluency, vocabulary, and comprehension.
 - Instruction provided by a high-performing teacher.
 - Individualized interventions to include weekly progress monitoring.
 - Small-group, data-driven classroom instruction focused on grade-level standards.
 - Written notification to parents about reading deficiencies, reasons for retention (if applicable), and proposed supplemental instructional services and supports.

- Ongoing communication with parents and guardians, including a parent meeting and a parent contract that includes strategies to help students attain reading proficiency (<http://www.mde.k12.ms.us/ESE/literacy>).
- Documentation of instructional interventions for areas of reading deficiency must be maintained.
- A reduced student-to-teacher ratio is recommended.
- Use of the College- and Career-Readiness Scaffolding Document for vertical alignment and support (<http://www.mde.k12.ms.us/ESE/ccr>) is recommended.
- Students in a transition class will take assessments based upon their current grade level (i.e., students in a Kindergarten transition class would take the Kindergarten Readiness Assessment in the fall and spring; 3rd grade students in a transition class would take the spring administration of required state assessments).

II. INTENSIVE ACCELERATION CLASS FOR 3rd GRADE

In accordance with the *Literacy-Based Promotion Act* (§ 37-177-15), *each district may provide, where applicable, an intensive acceleration class for any student retained in Grade 3 who was previously retained in Kindergarten or Grades 1 through 3. The focus of the intensive acceleration class should be to increase a student's reading level at least two (2) grade levels in one (1) school year. The intensive acceleration class should provide reading instruction and intervention for the majority of student contact each day and incorporate opportunities to master the Grade 4 state standards in other core academic areas.*

An intensive acceleration class provides reading instruction and intervention for the majority of the student's instructional day and incorporates opportunities to master 4th grade standards in other core academic areas. The focus of the class is to increase a student's reading level at least two grade levels in one school year.

An intensive acceleration class is for students who were retained in 3rd grade **AND** who have previously been retained in Kindergarten or grades 1 through 3.

Guidelines for implementing an intensive acceleration class for 3rd grade:

- Students are coded as 3rd graders in MSIS.
- Local board policies / procedures establish intensive acceleration class instructional criteria.
- At a minimum, intensive acceleration classes must include:
 - Reading instruction and intervention for the majority of the school day, with an opportunity to master 4th grade content in other core academic areas (§ 37-177-15).

- Scientifically research-based reading program (including the 5 components) with **proven results** in accelerating student reading achievement within the same school year
- Instruction provided by a high-performing teacher.
- Individualized interventions to include weekly progress monitoring.
- Documentation of instructional interventions for areas of reading deficiency must be maintained.
- Small-group, data-driven classroom instruction focused on grade-level standards.
- Written notification to parents about reading deficiencies, reasons for retention (if applicable), and proposed supplemental instructional services and supports.
- Ongoing communication with parents and guardians, including a parent meeting and a parent contract that includes strategies to help students attain reading proficiency (<http://www.mde.k12.ms.us/ESE/literacy>).
- A reduced student-to-teacher ratio is recommended.
- Use of the College- and Career-Readiness Scaffolding Document for vertical alignment and support (<http://www.mde.k12.ms.us/ESE/ccr>) is recommended.
- Students in an intensive acceleration class will take assessments based upon their current grade level (i.e., 3rd grade students would take the spring administration of required state assessments).