

Building Strong Readers

Families as Partners

Division of Literacy

Office of Elementary Education and Reading

mdek12.org



MISSISSIPPI
DEPARTMENT OF
EDUCATION

2024-2025





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 Families as Partners and the Literacy-Based Promotion Act (LBPA)

Explore the Mississippi Grade 3 Reading Assessment


Discuss Mississippi's Approach to Teaching Reading

Provide At-Home Resources to Improve Students' Reading Skills

The Literacy Based Promotion Act (LBPA)



- The purpose of the *Literacy-Based Promotion Act* is to improve the reading skills of Kindergarten through 3rd grade public school students so that every student completing 3rd grade reads at or above grade level (SB 2157).
- It is required that ALL Kindergarten students be assessed (**Kindergarten Readiness Assessment**) at the beginning and end of the school year to determine readiness and growth (SB 2572).
- All K-3 students take a **Universal Screener** at the beginning, middle, and end of the year to determine progress in reading.



K-3 students identified through the **BOY Universal Screener** whose results are below grade level should be assessed with a diagnostic to determine targeted instruction and interventions.

Diagnostic assessments provide in-depth information about an individual student's particular strengths and needs for Tier 2 supplemental instruction and/or Tier 3 intensive intervention.

The intensive reading instruction and intervention must be documented for each student in an **individual reading plan (IRP)**.

- Per the law, if a K-3 student has been identified with a substantial deficit in reading, parents **MUST receive written notification within 10 business days of EACH screener.**
- A 3rd grade student who fails to meet the testing requirement for promotion to 4th Grade may be **promoted for good cause.**



What should be included in the written Parent Notification Letter:

- The student has been identified as having a substantial deficiency in reading;
- A description of the services that the school district currently is providing to the student;
- A description of the proposed supplemental instructional services and supports that are designed to remediate the identified area of reading deficiency which the school district plans to provide the student, as outlined in the student's **Individual Reading Plan**
- That if the student's reading deficiency is not remediated before the end of the student's Third-Grade year, the student will not be promoted to Fourth Grade unless a good cause exemption specified under Section 37-177-11 is met.



Mississippi Academic Assessment Program (MAAP)

3rd Grade ELA Assessment





The **MAAP-ELA Assessment** will determine promotion/retention.



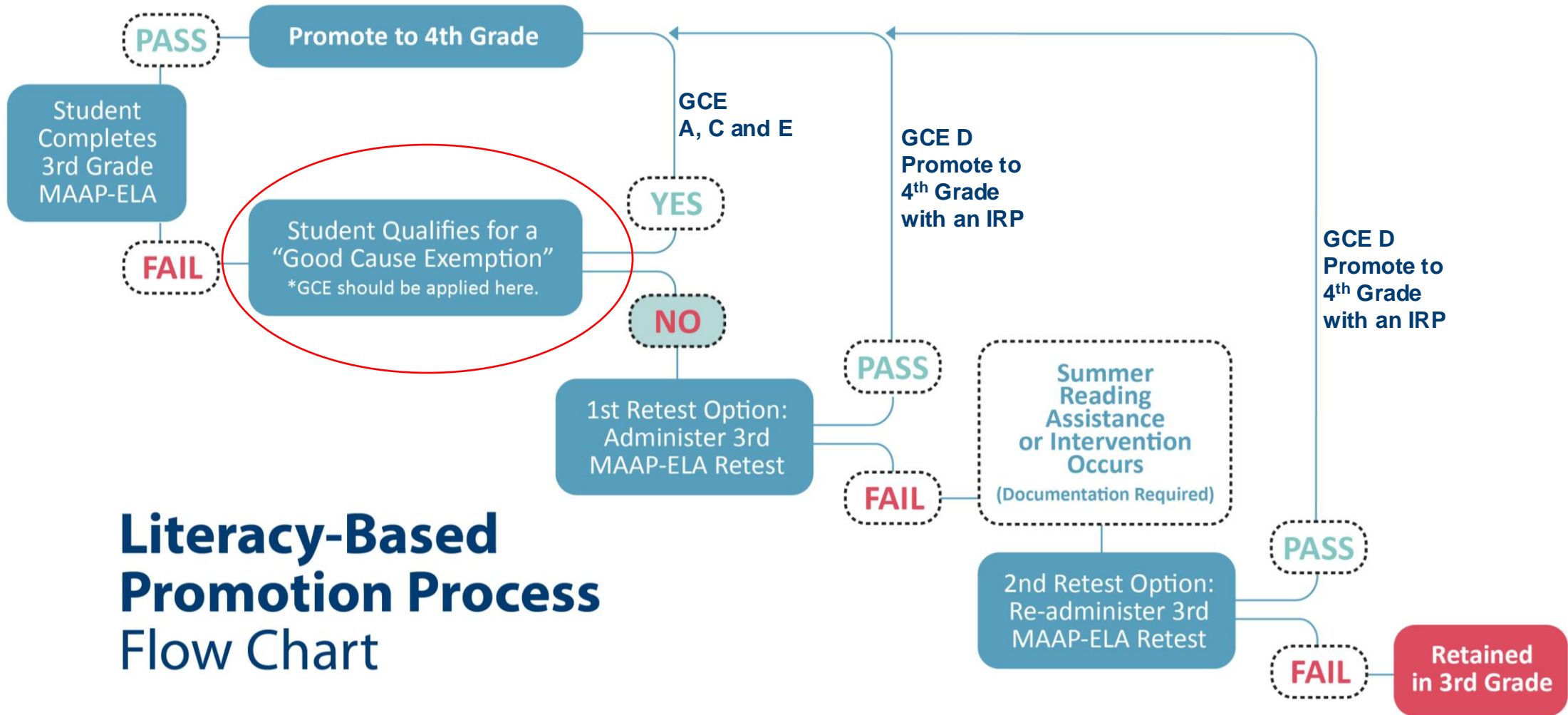
Students must score a level 3 or above to be promoted to 4th grade.



During 2024-2025, the assessment will be administered to 3rd grade public school students during the window of March 31st-April 18th, 2025.



Alternate forms (Forms B & C) of the 3rd Grade MAAP-ELA Assessment will serve as the retest. Students will have 2 retest opportunities.



Literacy-Based Promotion Process Flow Chart

Literacy-Based Promotion Act Good Cause Exemptions

A

Limited English Proficient students with less than two (2) years of instruction in an English Language Learner program

B

Students with disabilities whose Individualized Education Program (IEP) indicates that participation in the statewide accountability assessment program is not appropriate, as authorized under state law

C

Students with a disability who participate in the state annual accountability assessment and who has an IEP or Section 504 Plan that reflects the student has received intensive remediation in reading for two (2) years but still demonstrates a deficiency OR was previously retained in Kindergarten or First, Second, or Third Grade

D

Students who demonstrate an acceptable level of reading proficiency on an alternative assessment approved by the State Board of Education

E

Students who receive intensive intervention in reading for two (2) or more years but still demonstrate deficiency in reading **AND** who previously were retained for two (2) years in any grade Kindergarten through 3rd grade

English learners who have received less than two calendar years of instruction in an English language proficiency program would qualify for GCE A.

English learners who have received more than two calendar years of instruction in an English language proficiency program may qualify for GCE A if a reading deficiency is noted.

Literacy-Based Promotion Act Testing Timeline

Timeline for Kindergarten Readiness Assessment (Component 2) <i>Senate Bill 2572 requires ALL Kindergarten students to be assessed at the beginning and end of the year. Mississippi State Board Policy Rule 41.1 paragraph 7 states that all students in kindergarten and grades 1 through 3 shall be administered a state-approved screener with in 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. Students may be screened within the first thirty (30) days of school.</i>		
Dates	Audience	Activity Description
August 19, 2024 – September 30, 2024 <i>Per state law, parents must receive written notification of a substantial deficit in reading within ten (10) business days of administering the BOY screener.</i>	Required for ALL <ul style="list-style-type: none"> Public K Public Pre-K Early Learning Collaboratives State Invested Pre-K (SIP) 	K-Readiness Pretest Window
December 2, 2024 – January 17, 2025 <i>Per state law, parents must receive written notification of a substantial deficit in reading within ten (10) business days of administering the MOY screener.</i>	Required for ALL <ul style="list-style-type: none"> Public K May but not required for ALL: <ul style="list-style-type: none"> Public Pre-K Early Learning Collaboratives State Invested Pre-K (SIP) 	K-Readiness MOY Window
April 1, 2025 – May 9, 2025 <i>Per state law, parents must receive written notification of a substantial deficit in reading within ten (10) business days of administering the EOY screener.</i>	Required for ALL <ul style="list-style-type: none"> Public K Public Pre-K Early Learning Collaboratives State Invested Pre-K (SIP) 	K-Readiness Post-Test Window

*Kindergarten students identified through the **Kindergarten Readiness Assessment** whose results are below grade level should be assessed to determine targeted instructional support and interventions.*

Literacy-Based Promotion Act Testing Timeline

Timeline for 3 rd Grade Assessments for Promotion (Component 3)		
<i>The 3rd Grade Mississippi Academic Assessment Program (MAAP)-ELA Assessment is the assessment to determine promotion/retention.</i>		
Dates	Audience	Activity Description
<p>March 31, 2025 – April 18, 2025</p> <p><i>Per state law, parents must receive Individual Student Reports immediately after the district receives the reports.</i></p> <p><i>Students must test within this early window to receive pass/fail scores before Retest 1.</i></p> <p><i>If a student misses the early window, test them upon their return to school within the Spring window, which is open until May 16, 2025. The student will also need to take Retest 1.</i></p>	Required for ALL 3 rd Grade Students	3 rd Grade MAAP-ELA Assessment
<p>May 5, 2025 – May 9, 2025</p> <p><i>Per state law, parents must receive Individual Student Reports immediately after the district receives the reports.</i></p>	Retest Window #1	MAAP 3 rd Grade Reading Alternative Assessment
<p>June 16, 2025 – June 27, 2025</p> <p><i>Per state law, parents must receive Individual Student Reports immediately after the district receives the reports.</i></p>	Retest Window #2	

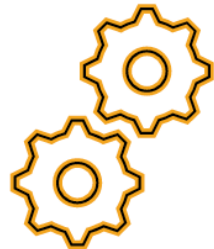
Mississippi's Approach to Teaching Reading



OVERVIEW

The Literacy-Based Promotion Act (LBPA) places an emphasis on grade-level reading skills, particularly as students progress through grades K-3. The LBPA calls for effective reading instructional practices grounded in the Science of Reading.

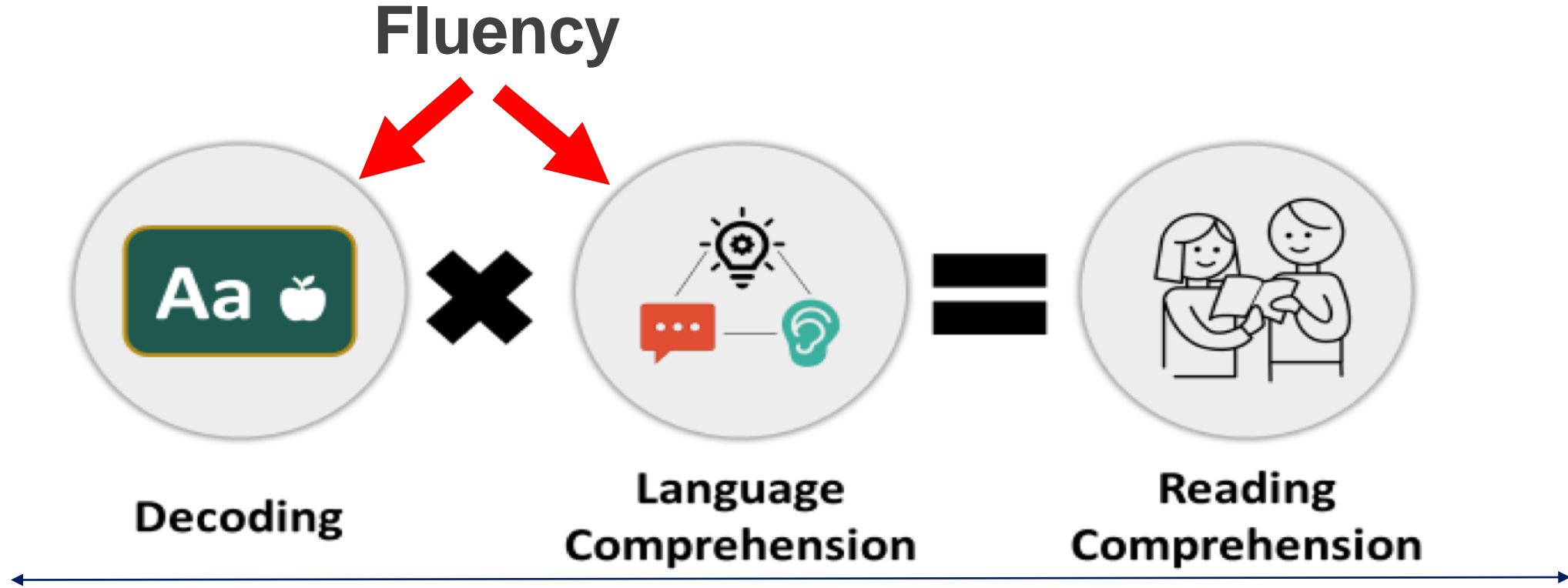
COMPONENTS OF STRUCTURED LITERACY INSTRUCTION



- Phonological Awareness
- Phonics & Word Recognition
- Fluency
- Vocabulary
- Listening and Reading Comprehension
- Written Expression

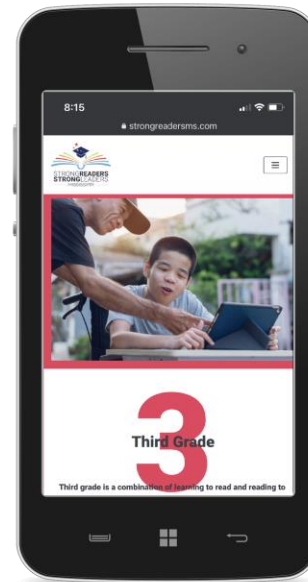


Emphasis on knowledge building and access for ALL to complex text.



- **Phonemic Awareness**
(working with sounds)
- **Phonics**
(working with letters and sounds)

- **Listening**
- **Comprehension**
- **Vocabulary**



Strong Readers Strong Leaders Mississippi

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.

Advocating for your Child's Literacy Needs



- How do you partner with your child's teacher?
- What help or resources do you need to strengthen the relationship?
- What help or resources do you need to support your child in reading at home?



The infographic is titled "Check for Potholes" and is part of the "Route to Reading" series. It is divided into two main sections: "Reading instruction should be:" and "Questions to ask your child's school:". The first section lists three characteristics of effective reading instruction: Explicit (teaching that is direct and step-by-step), Systematic (teaching with a carefully planned sequence), and Evidence-based (programs supported by research). The second section lists four questions to ask the school regarding phonics instruction, reading opportunities, and decoding skills. The infographic also includes a footer with contact information for the National Center on Improving Literacy.

ASB
Route to Reading

Check for Potholes

Reading instruction should be:

- Explicit:** Teaching that is direct and step-by-step, including explaining and showing how to do something.
- Systematic:** Teaching that has a carefully planned sequence, including teaching necessary skills first, building from easier to more difficult tasks, and breaking down harder skills into smaller parts.
- Evidence-based:** Programs supported by strong, moderate, or promising research evidence of their effectiveness; or demonstrating a rationale that they can improve a targeted outcome.

Questions to ask your child's school:

- Are phonological awareness, phonics, and spelling taught explicitly and systematically?
- Does the phonics instruction focus on blending and segmenting sounds to read and spell words?
- Are there opportunities for my child to read books that have the phonics skills he or she has learned in them?
- When my child reads aloud, is she or he encouraged to look carefully at printed words and use decoding skills to read unfamiliar words?

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Review: Learn about the school's system of support for literacy and learn where your child fits within that system.

Record: Keep a notebook and folder of information and communications about your child's reading and writing.

Request: Talk with other parents and families who have similar experiences. Find out about your district's literacy initiatives and supports.

Refer: Ask the school about opportunities to provide input on literacy approaches and practices and help make decisions.

- Communicate regularly with teachers to know your child's reading level.
- You must be notified immediately if a reading deficiency is identified.



- At-home reading strategies will be shared with you to help increase reading proficiency.
- Address any concerns as early as possible.

Literacy Partners





Paper Tutoring for Mississippi

Paper, in partnership with the Mississippi Department of Education, now provides free access to 24/7 online tutoring for students. Up to 350,000 students in grades 3-12 can receive English language arts and math tutoring.

<https://paper.co/states/mississippi>



“Providing education equity for Mississippi students.”

Tara Y. Wren, Director of Education

MPB Education Services

MPB Classroom TV is a growing resource that includes lessons aligned to Mississippi state standards and taught by our local literacy coaches and teachers.

<https://education.mpbonline.org/mpb-classroom-tv/>

- As a parent, you will always be your child's first teacher.
- Always maintain open communication with your child's teacher(s).
- Try the activities and suggestions on the strongreadersms.com website.
- Ask questions, become involved, and attend school functions when possible.



- **PBS Kids:** <https://pbskids.org>
- **Scholastic:** <http://teacher.scholastic.com/commclub/index.htm>
- **ABCya:** <https://www.abcya.com/>
- **Read Theory:** <https://readtheory.org/>
- **Khan Academy:** <https://www.khanacademy.org/>
- **Education.com:** <https://www.education.com>



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