



Literacy-Based Promotion Act - Quick Reference Guide

Legislative Chapter 37-177-1 (Purpose and Determination of a Reading Deficiency) Responsibilities			
MDE	District	School	Teacher
<ul style="list-style-type: none"> • Provide list of universal screeners and diagnostic assessments. • Procure universal screener and diagnostic assessment for targeted schools. • Provide technical assistance related to intensive reading instruction and intervention, as well as assessment tools. • Monitor implementation. 	<ul style="list-style-type: none"> • Select assessment tools or use MDE-procured assessments. • If a targeted school is within the district, use MDE-procured assessments. • Monitor assessment and intervention processes. • Determine use of transition class for placing students identified with a reading deficiency or students who are not promoted. 	<ul style="list-style-type: none"> • Administer universal screener assessment (selected or MDE-procured) within first 30 days of school year, as well as at mid-year and at end of the year to determine student progression in reading. • Administer diagnostic assessment to students who perform below grade level on universal screener assessment. • Ensure that intensive intervention for students identified with reading deficiencies in kindergarten through grade 3 occurs via the RtI process. 	<ul style="list-style-type: none"> • Utilize assessment data to identify students with reading deficiencies. • Provide intensive interventions for students with reading deficiencies.

Legislative Chapter 37-177-3 (Written Parent or Guardian Notification) Responsibilities

MDE	District	School	Teacher
<ul style="list-style-type: none"> • Provide guidance and templates for parent communication 	<ul style="list-style-type: none"> • Establish common communication plan for distributing notification to parents/guardians. • Establish a district process for the development and maintenance of a documentation plan to remediate students' deficiencies. • Track students' progress toward reading proficiency in kindergarten through grade 3 and communicate progress to parents. • Ensure that parents/guardians are notified when students exhibit a deficiency in reading. 	<ul style="list-style-type: none"> • Notify parents/guardians in writing about deficiencies immediately upon determination and subsequently with each quarterly progress report. • Meet with parents to discuss notifications. • Document reading proficiency levels. • Ensure teacher implementation of notification procedures. 	<ul style="list-style-type: none"> • Provide written notification to parents/guardians of the following. <ul style="list-style-type: none"> ○ Substantial reading deficiency has been determined; ○ Services currently provided to student, as well as proposed services and supports; ○ If reading deficiency is not remediated by the end of grade 3, then student will not be promoted to grade 4 unless a good cause exemption is met; ○ Strategies for parents to use at home; and ○ Promotion to grade 4 will be determined by student performance on state annual accountability assessment or an approved alternative assessment.

Legislative Chapter 37-177-5 (Mississippi Reading Panel) Responsibilities			
MDE	District	School	Teacher
<ul style="list-style-type: none"> Establish the panel consisting of 6 members. Convene panel meetings as needed. Collaborate with panel to fulfill statute requirements. 	None	None	None
Legislative Chapter 37-177-7 (Selection of Schools For Reading Intervention Program) Responsibilities			
MDE	District	School	Teacher
<ul style="list-style-type: none"> Identify MDE targeted schools. Develop and implement the Reading Intervention Program (i.e., literacy coach support) for targeted school. Collaborate with district/school to assign a literacy coach within each targeted school. Provide a list of no less than 4 screening assessments for non-targeted schools. 	<ul style="list-style-type: none"> Support MDE efforts in targeted schools. Collaborate with the MDE to assign a literacy coach within each targeted school. 	<ul style="list-style-type: none"> Collaborate with the district to assign a literacy coach within each targeted school. 	<ul style="list-style-type: none"> Faithful implementation of the Reading Intervention Program components. Collaborate with assigned literacy coach.
Legislative Chapter 37-177-9 (Social Promotion) Responsibilities			
MDE	District	School	Teacher
<ul style="list-style-type: none"> Identify the statewide accountability assessment and determine passing scores/cut scores. Provide technical assistance to assist districts and schools in making promotion decisions. 	<ul style="list-style-type: none"> Monitor assessment and data analysis Retain grade 3 students scoring below passing score/cut score on the state approved reading assessment. Revise promotion policies to reflect state statute. 	<ul style="list-style-type: none"> Retain grade 3 students scoring below passing score/cut score on the state approved reading assessment. 	None

Legislative Chapter 37-177-11 (Good Cause Exemptions) Responsibilities

MDE	District	School	Teacher
<ul style="list-style-type: none"> • Provide guidance and technical assistance about requirements for promotion to grade 4 as related to Good Cause Exemptions. • Develop a template for district and school use for Good Cause Exemptions. • Approve alternative assessments. • Provide guidance and technical assistance related to diagnostic assessment data and interventions for students promoted using a Good Cause Exemption. • Provide professional learning opportunities related to providing instruction shown to be successful with students with persistent reading difficulties. • Develop a list of reading strategies or programs that are proven through research to improve reading for students with persistent reading difficulties. 	<ul style="list-style-type: none"> • Develop a district level protocol to implement legislative requirements for Good Cause Exemptions. • Train school leaders on the district protocol. • Ensure schools follow the protocol. • Train teachers and leaders in research-based reading strategies for students with persistent reading difficulties. • Develop a protocol for providing intensive intervention based on diagnostic data for students promoted to grade 4 based on a Good Cause Exemption. 	<ul style="list-style-type: none"> • Follow district level protocol for implementing legislative requirements for Good Cause Exemptions. • Implement intensive interventions for students promoted to grade 4 based on Good Cause Exemption. • Implement a process for the principal to meet with teachers and parents about a Good Cause Exemption request, review the request, and decide if the request will move forward to the District Superintendent. • Maintain documentation of the Good Cause Exemptions. 	<ul style="list-style-type: none"> • Follow district level protocol for implementing legislative requirements for Good Cause Exemptions. • Meet with principal and parents about Good Cause Exemption request. • Provide supporting documentation for a Good Cause Exemption request.

Legislative Chapter 37-177-13 (School District Actions for Students Not Promoted to Grade 4) Responsibilities

MDE	District	School	High-Performing Teacher
<ul style="list-style-type: none"> • Develop guidelines for school districts to follow related to students retained in grade 3. • Develop a statewide written notification format for districts to use for parent/guardian communication. • Develop a protocol related to extended school time. • Provide resources for implementing the 90-minute reading block, as well as other strategies (extended day, week, year, summer reading camps, tutoring, etc.). 	<ul style="list-style-type: none"> • Adhere to the MDE guidelines established for students retained in grade 3. • Develop procedures for students retained in grade 3. • Provide high performing teachers for students retained in grade 3 based on guidelines. • Determine which extended school time strategies (extended day, week, year, summer reading camps, tutoring, etc.) work best for the district/schools to remediate students retained in grade 3. • Partner with community stakeholders to provide mentoring and/or tutoring for students retained in grade 3 (training and alignment of tutoring with core reading program). 	<ul style="list-style-type: none"> • Adhere to the district guidelines established for students retained in grade 3. • Adhere to district procedures for students retained in grade 3. • Ensure that high-performing teachers are utilizing methods deemed appropriate for remediating student deficiencies. • Ensure parents/guardians receive a “Read at Home” plan. • Assign a high-performing teacher for students retained in grade 3. 	<ul style="list-style-type: none"> • Analyze student assessment data to individualize reading instruction for remediating deficiencies. • Provide 90 minutes (minimum) of scientific, research-based reading instruction that includes phonemic awareness, phonics, fluency, vocabulary, and comprehension based upon student assessment data. • Utilize instructional strategies as prescribed by the district. • Develop a “Read at Home” plan and discuss with parents/guardians.

High Performing Teacher – a teacher who is high performing as determined by student performance data, particularly related to student growth in reading, above-satisfactory performance appraisals, and/or specific training relevant to the implementation of the legislation.

Legislative Chapter 37-177-15 (Intensive Acceleration Class) Responsibilities			
MDE	District	School	Intensive Acceleration Class Teacher
None	<ul style="list-style-type: none"> Offer (if viable) the Intensive Acceleration Class in schools. 	<ul style="list-style-type: none"> Assess student reading progress and report progress monitoring results to parents throughout the school year. Follow the district protocol for Intensive Acceleration Class. Ensure fidelity of implementation. 	<ul style="list-style-type: none"> Analyze student assessment data to individualize reading instruction for remediating deficiencies at an accelerated pace (2 years of reading growth). Provide 90 minutes (minimum) of scientific, research-based reading instruction that includes phonemic awareness, phonics, fluency, vocabulary, and comprehension based upon student assessment data.

Legislative Chapter 37-177-17 (Reporting Requirements) Responsibilities			
MDE	District	School	Teacher
<ul style="list-style-type: none"> Establish reporting format with input from local boards of education. Provide guidance to districts for reporting mechanisms and process. Monitor reporting process. Compile annual state-level summary and report as required in statute. Analyze data to inform <u>state</u> improvement efforts. 	<ul style="list-style-type: none"> Follow MDE guidelines. Use MDE-provided templates. Train school leaders on reporting process and templates. Compile district level data. Submit report to the MDE by required deadline. Publish school and district data as mandated. Analyze data to inform <u>district</u> improvement efforts. 	<ul style="list-style-type: none"> Follow MDE and district guidelines. Use reporting templates. Compile school-level data for reporting. Submit school-level data to district. Analyze data to inform <u>school</u> improvement efforts. 	<ul style="list-style-type: none"> Analyze data to inform <u>classroom</u> improvement efforts.
Legislative Chapter 37-177-19 (Implementation) Responsibilities			
MDE	District	School	Teacher
<ul style="list-style-type: none"> Adopt policies, rules, and regulations necessary to implement the statute. Provide technical assistance and training to districts and schools. 	<ul style="list-style-type: none"> Adhere to all policies, rules, and regulations as stipulated by the MDE. Include provisions required by the statute in the district's handbook for employees, parents/guardians, and students. 	<ul style="list-style-type: none"> Adhere to all policies, rules, and regulations as stipulated by the MDE. Include provisions required by the statute in the school's handbook Provide informational sessions for employees, parents/guardians, and students related to the statute. 	<ul style="list-style-type: none"> Adhere to all policies, rules, and regulations as stipulated by the MDE. Provide informational sessions for parents/guardians and students related to the statute.
Legislative Chapter 37-177-21 (Legislative Appropriation) Responsibilities			
MDE	District	School	Teacher
<ul style="list-style-type: none"> Monitor legislative appropriation. 	None	None	None