

# Mississippi's Journey to Improving Literacy Outcomes

Implementing the *Literacy-Based Promotion Act*

June 16, 2019



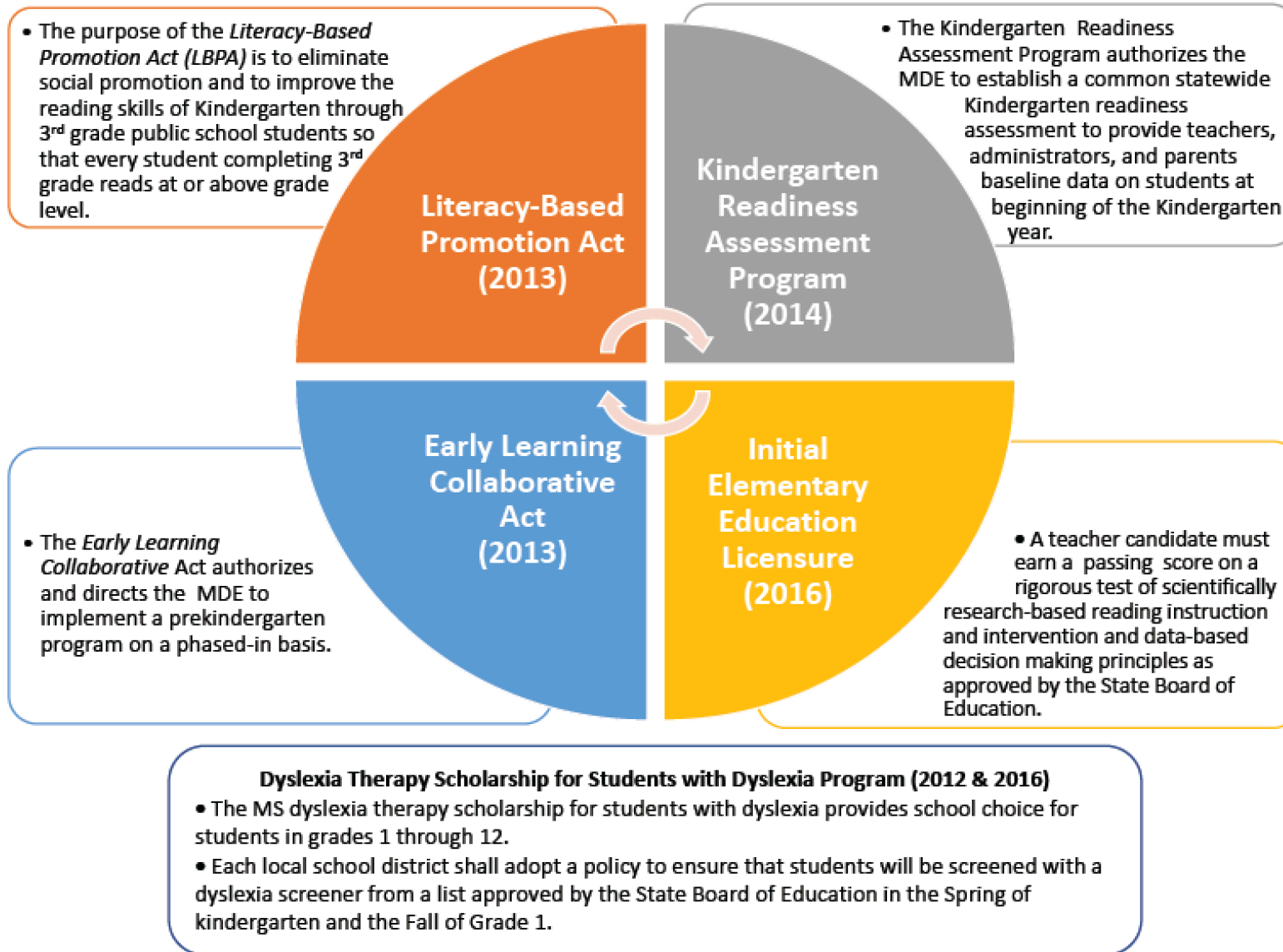
**Kristen Wells,  
Assistant State Literacy Coordinator**

# A Focus on Literacy

## Step 1: Adopting K-3 Reading Policies



# Improving Literacy Outcomes – Key Legislation



2016



**STRONG READERS = STRONG LEADERS**

**Mississippi Turns  
Literacy-Based Promotion Act  
for Third Graders  
Into Action**

“Within two years after Mississippi passed its Literacy-Based Promotion Act, the MDE responded to the specifications of the act with focused, purposeful actions and mechanisms that included research-based interventions to advance the teaching and learning of literacy.”

*- The Southeast Comprehensive Center  
(SECC)*

# Literacy-Based Promotion Act Implementation Timeline

**Spring 2013**  
*The Literacy-Based Promotion Act becomes law.*

**Summer 2013**  
Literacy coaches are deployed to the lowest performing schools based on 3<sup>rd</sup> grade data.

**Spring 2014**  
Literacy coaches and the first cohort of educators attend LETRS training.

**Winter 2014**  
The MDE procures a statewide pre-K-3 assessment system that includes: 1) K-Readiness Assessment, 2) universal screener, and 3) the 3<sup>rd</sup> grade assessment for promotion.

**Spring 2015**  
The MDE establishes the offices of Early Childhood, Literacy (K-12), and Student Intervention Services (K-12).

**Spring 2015**  
The LBPA promotion/retention requirement goes into effect for 3<sup>rd</sup> grade students.

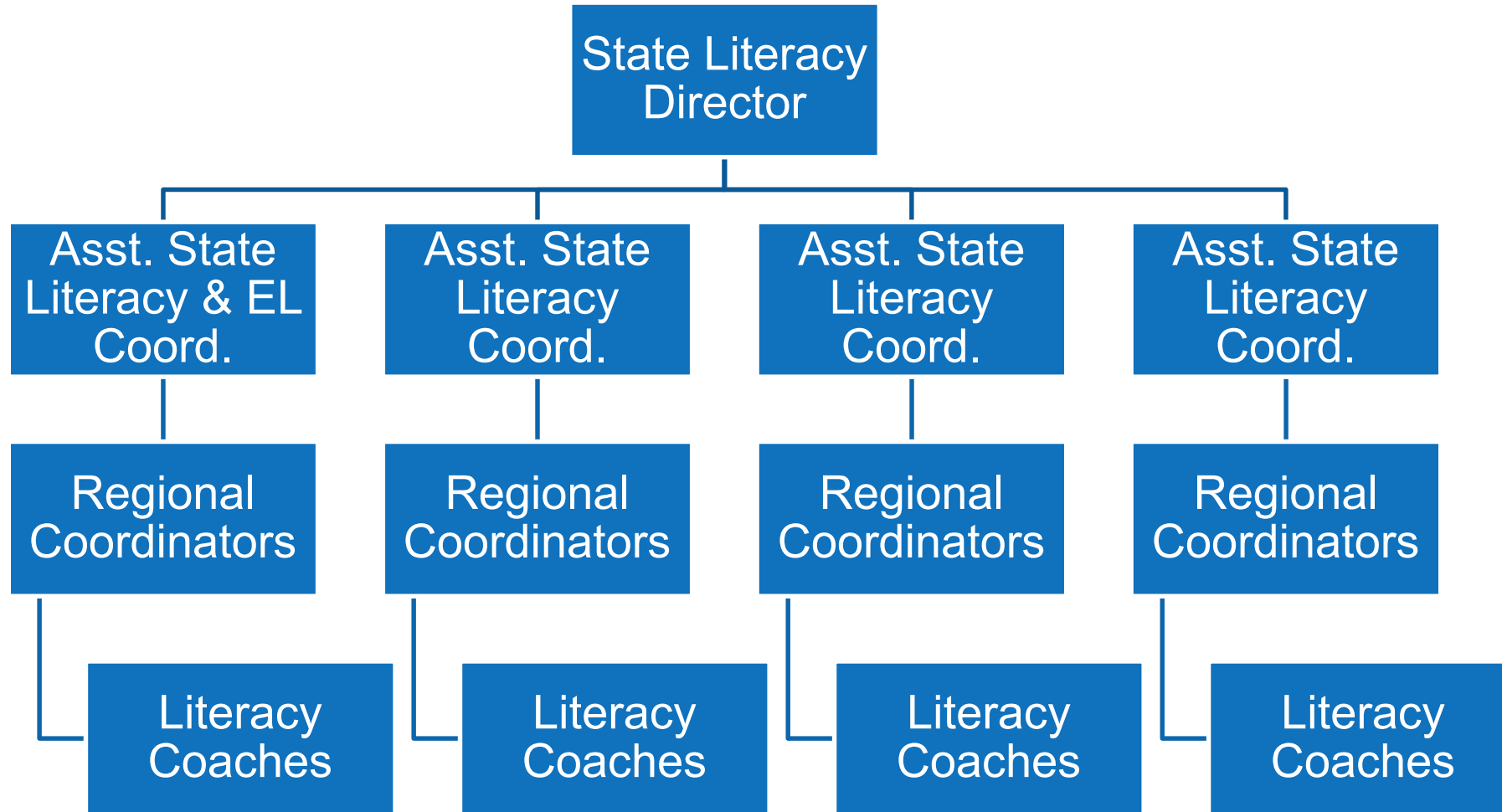
**Fall 2016**  
The LBPA is amended to require Individual Reading Plans for K-3 students with identified reading deficiencies and for 4<sup>th</sup> grade students promoted for good cause.

**Ongoing supports** include: the development and distribution of parent resources; opportunities for regional professional development on best practices in literacy instruction; and, communication to stakeholders through the Strong Readers=Strong Leaders campaign.

# The MDE Literacy Coaching Model

## Step 2: Building Teacher Capacity – Setting the Stage for Teaching Reading

# Organization Chart – Division of Literacy



# Innovative Funding Practices (\$15,000,000)

## Mississippi Department of Education Literacy-Based Promotion Act Projected Expenditures

Projects	Percentage
<b>Literacy Coaching Supports:</b> Educators-in-residence and contractual coaches providing support in target schools; coaches and literacy staff providing training across the state	61%
<b>Professional Development:</b> Statewide professional development for teachers and principals; literacy conferences for school coaches, interventionists, and principals	17%
<b>Materials:</b> Materials and resources for trainings and for coaches and teachers in literacy support schools; materials for statewide literacy conferences and communications	4%
<b>Mississippi K-3 Assessment Support System:</b> Kindergarten Readiness Assessment, K-3 universal screener, and 3rd Grade MAAP-ELA Retest	15%
<b>K-3 Literacy Supports Salaries:</b> Employed personnel to provide supports to schools and districts around supporting students who exhibits a substantial deficiency in reading, including but not limited to English Learners, students with dyslexia, etc.	3%



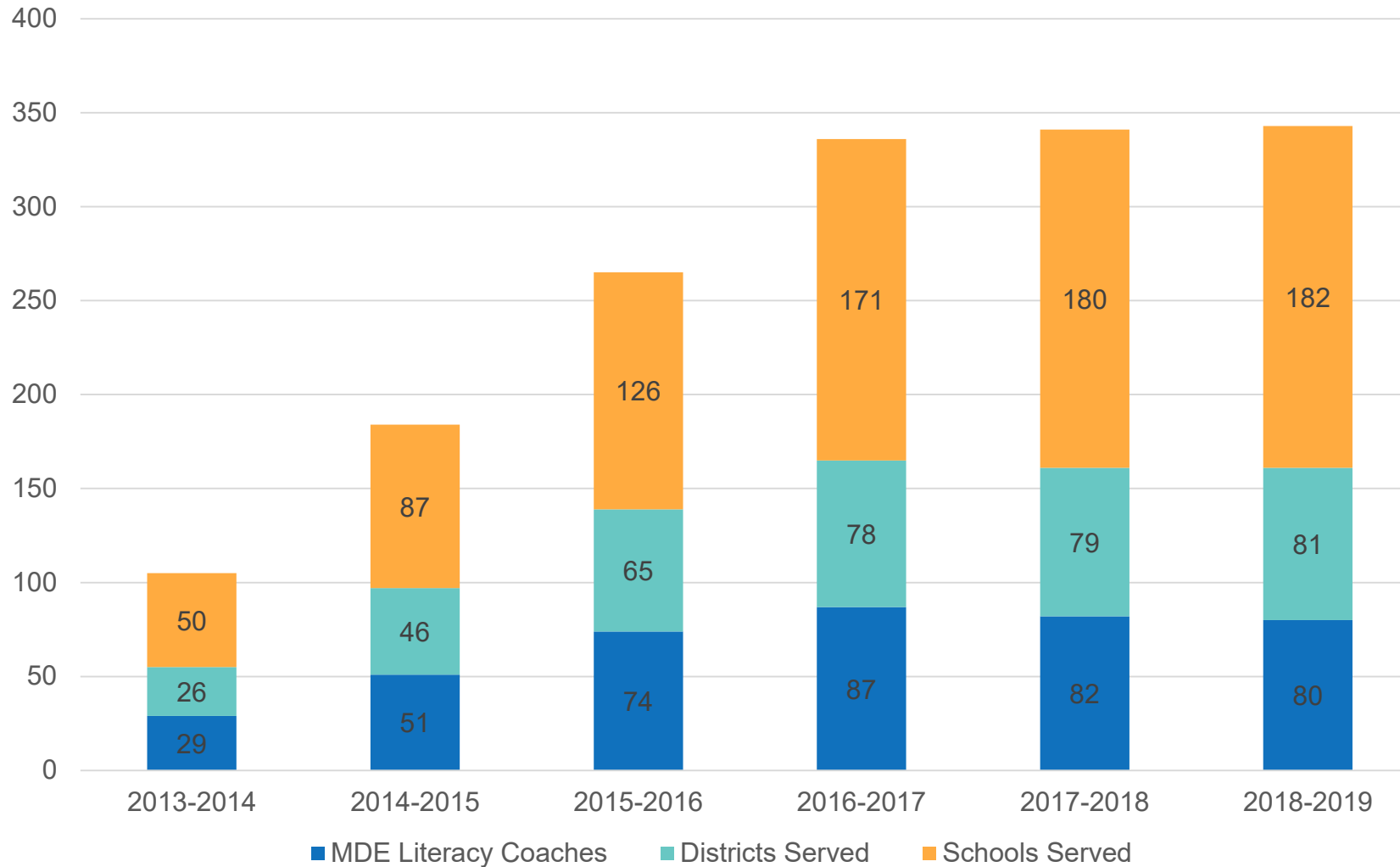
# Boots on the Ground: Literacy Coach Recruitment

## Educator in Residence (EIR) Model

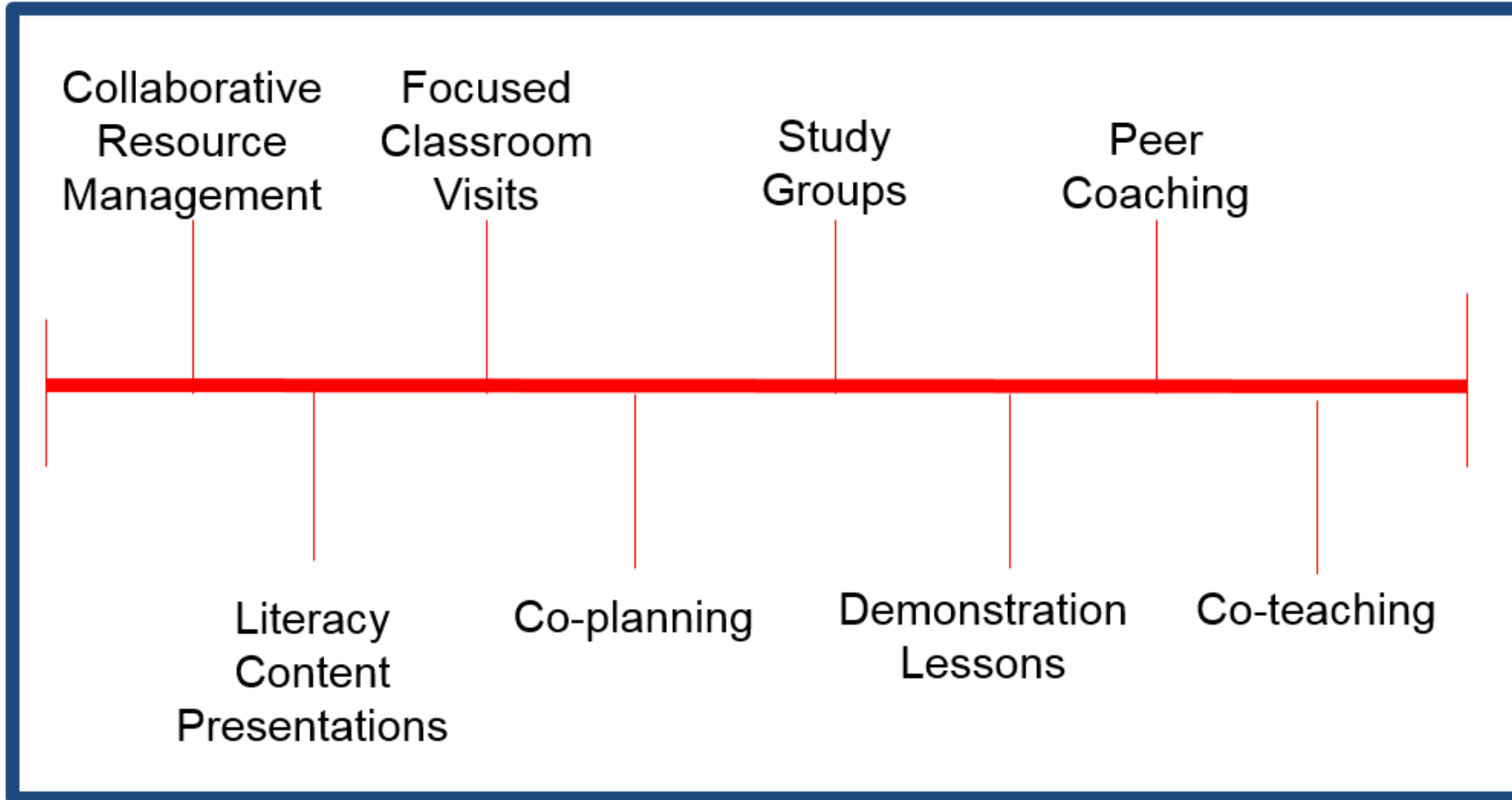
- This model is designed to build reciprocal capacity across educational entities.
- EIRs work with MDE program offices for a specified period of time.
- EIRs remain employed by their school district or other educational entities – Institution of Higher Learning, Community / Junior College, etc.
- A Memorandum of Understanding (MOU) is signed by all parties (MDE, school district, EIR), if in agreement to proceed.
- The school district/other entity serves as the fiscal agent.

# Literacy Coach Deployment

## MDE Literacy Coach Support (2013-Present)



# The Literacy Coaching Continuum



Moran, M. C. (2007). Differentiated literacy coaching: Scaffolding for student and teacher success. Alexandria, Va: Association for Supervision and Curriculum Development.

# Focused Instructional Practices

1. School Literacy Plan
2. Alignment to MS College- and Career-Readiness Standards
3. Word Walls
4. Professional Learning Communities
5. Data Walls
6. Uninterrupted 90-minute Reading Block
7. Anchor Charts
8. Writing Connected to Text

# Implementing a Statewide Professional Development Program

## Step 3: Creating a Common Language for Best Practices in Reading Instruction



# Language Essentials for Teachers of Reading and Spelling (LETRS)

## LETRS Modules

1. Challenges of Learning to Read
2. Speech Sounds of English – Phonetics, Phonology, and Phoneme Awareness
3. Spellography for Teachers
4. Building Vocabulary and Oral Language

## LETRS Modules

5. Developing Fluency
6. Teaching Text Comprehension
7. Teaching Phonics, Word Study, and Alphabetic Principle
9. \*Teaching Beginning Spelling and Writing

*LETRS Training has been provided to over 13,000 educators to date, including K-3 general education teachers, K-8 special education teachers, elementary principals, and Institutions of Higher Learning Reading Faculty. \*LETRS Module 8, Assessment for Prevention and Early Intervention, was not included in our training.*

# MDE Statewide Literacy Trainings

- “Parents as Partners” LBPA Informational Meetings
- ABCs of Coaching (Curriculum Coordinators and Instructional Coaches)
- Regional Literacy Trainings for Teachers (Pre-K-3<sup>rd</sup>)
- Regional Literacy Trainings for Elementary Administrators
- Multi-Tiered Systems of Support
- Rethink Literacy Trainings for Teachers (3<sup>rd</sup>-12<sup>th</sup>)
- Annual Early Childhood Conference
- Annual Literacy Coaching Symposium

*MDE staff has provided regional trainings related to literacy, multi-tiered system of supports, differentiated instruction, writing, and coaching to over 25,000 educators to date, including Pre-K-12 general education and special education teachers and school- and district-level administrators through the Regional Educational Service Agency (RESA) Delivery Model.*

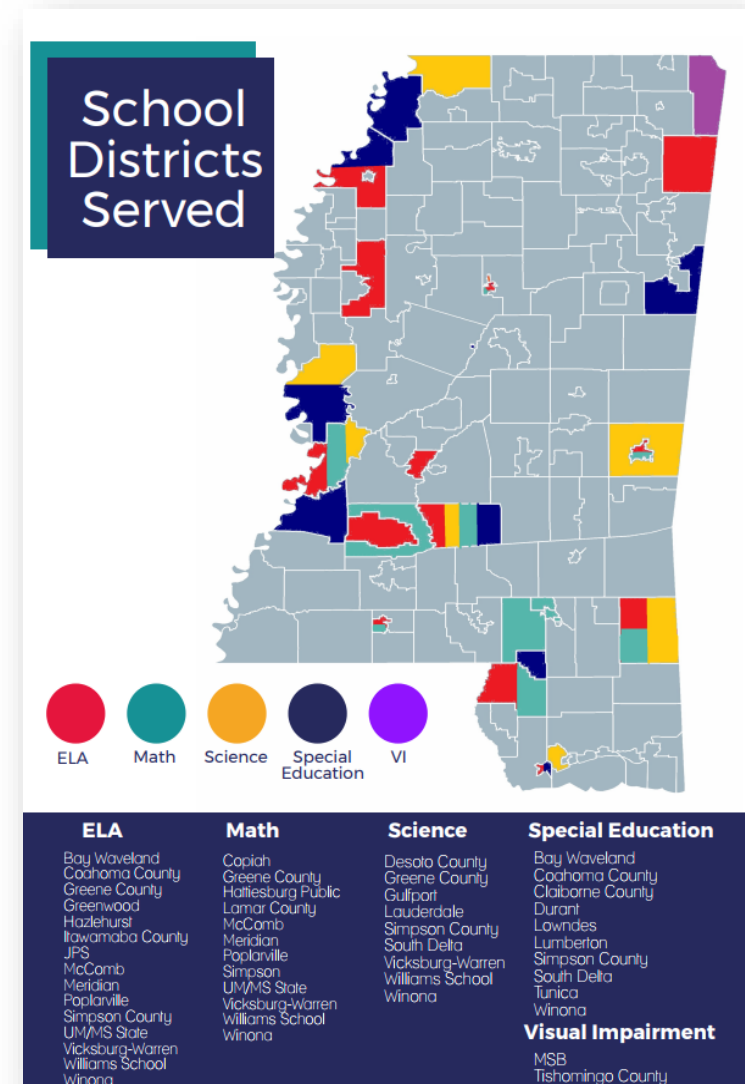
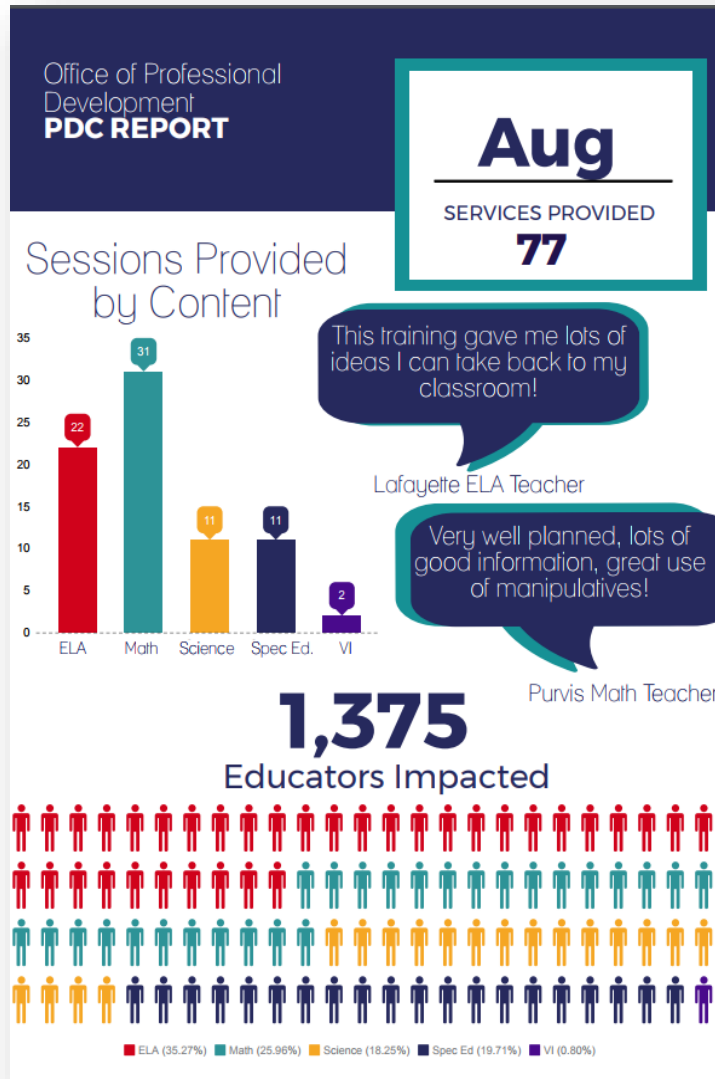
# MDE Office of Professional Development



## Fall 2018 Menu of Services

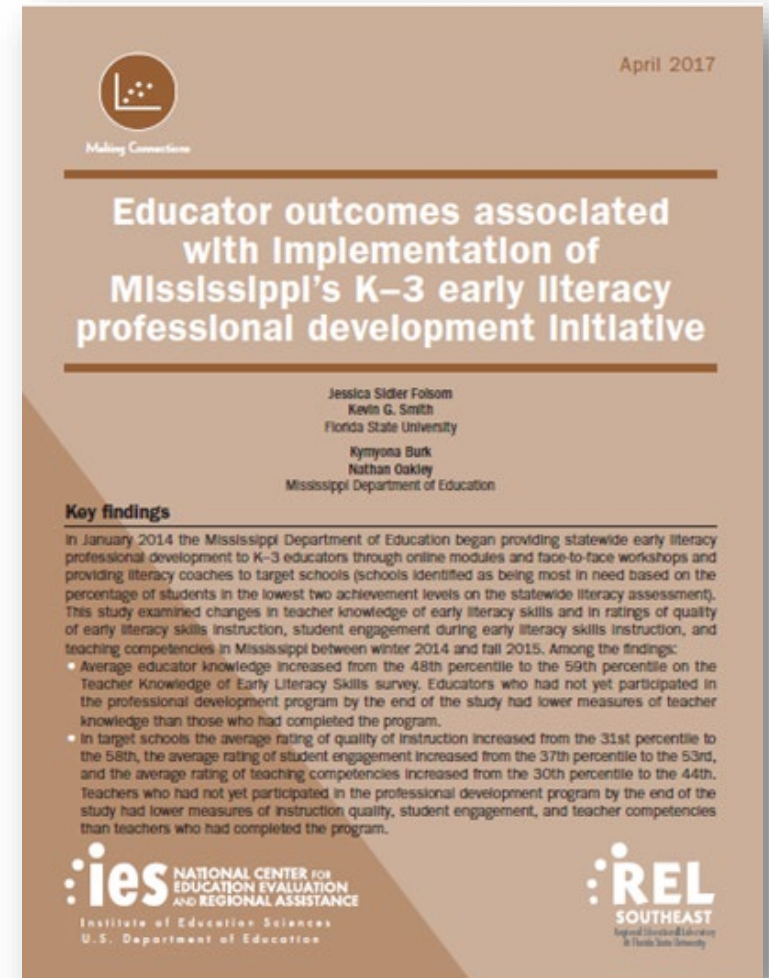


**On Demand Technical Assistance & PD**  
(ELA, Math, Science, & Special Education:  
Grades K-12)





# Results: Educator & Student Outcomes



# Overview

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- In January 2014 the Mississippi Department of Education (MDE) began providing statewide early literacy professional development to K-3 educators through online modules and face-to-face workshops and providing literacy coaches to target schools.
- This study examined changes in teacher knowledge of early literacy skills instruction, student engagement during early literacy skills instruction, and teaching competencies in Mississippi between winter 2014 and fall 2015.
- At the same time as the professional development, the department provided state literacy coaches to target schools who spend an average of 2-3 days per week in each school they served.

# Overview (continued)

To measure teacher knowledge and classroom instruction, the MDE asked REL-SE to provide technical analytic assistance in the development of a teacher knowledge survey and a classroom observation tool.

Table B1. Teacher Knowledge of Early Literacy Skills survey form A

Item	Question	Choice A	Choice B	Choice C	Choice D	Correct answer
1	What does morphemic analysis help students do?	identify letter-sound correspondence	blend speech sounds	examine words for meaningful parts	separate syllables into onsets and rimes	C
2	What is a requirement of a syllable?	it contains at least one consonant letter	it contains no more than one vowel letter	it be a pronounceable unit	it contains no more than one phoneme	C
3	What can sentence combining help students learn to do?	question the text	correct grammatical errors	form complex sentence structures	analyze word structure	C
4	What is vocabulary instruction in the primary grades most concerned with teaching students?	highly frequent words	base words and meaningful parts (e.g., prefixes, suffixes)	decodable words	word meanings	D
5	Which of the following is NOT an irregular, high frequency word?	when	does	were	said	A
6	If "tife" is a word, the letter "i" would probably sound like the "i" in which word?	if	beautiful	find	ceiling	C
7	How should writing lessons be explicitly taught?	by explaining and modeling a task, skill, or strategy, and providing feedback while students write	by engaging students in correcting sample sentences on a daily basis	by explaining a task, skill, or strategy, and giving students an opportunity to practice	by engaging students in shared or interactive writing	A
8	Which of the following sets of words would be best for a teacher to use when providing students with examples of words conforming to the "silent e" phonics generalization?	time, make, cube, done	lake, breathe, raise, fate	brake, use, hope, shine	tree, lie, blue, toe	C

Student engagement				
	3— High	2— Medium	1— Low	n/a
<b>Based on what you observed today, how would you rate student engagement during instruction in:</b>	<b>These values are automatically calculated based on the data in the observation record form</b>			
Concepts of print/book awareness/conventions				
Phonemic/phonological awareness				
Alphabetic letter recognition and reproduction				
Alphabetic instruction/grapho-phonemic correspondences				
Word work/study/phonics (with text)				
Structural analysis/morphology				
Spelling				
Spelling in the context of reading				
Writing, composition/more than single words				
Grammar/capitalization/punctuation/mechanics				
Students reading their own writing				
Oral language				
Vocabulary				

# Key Findings

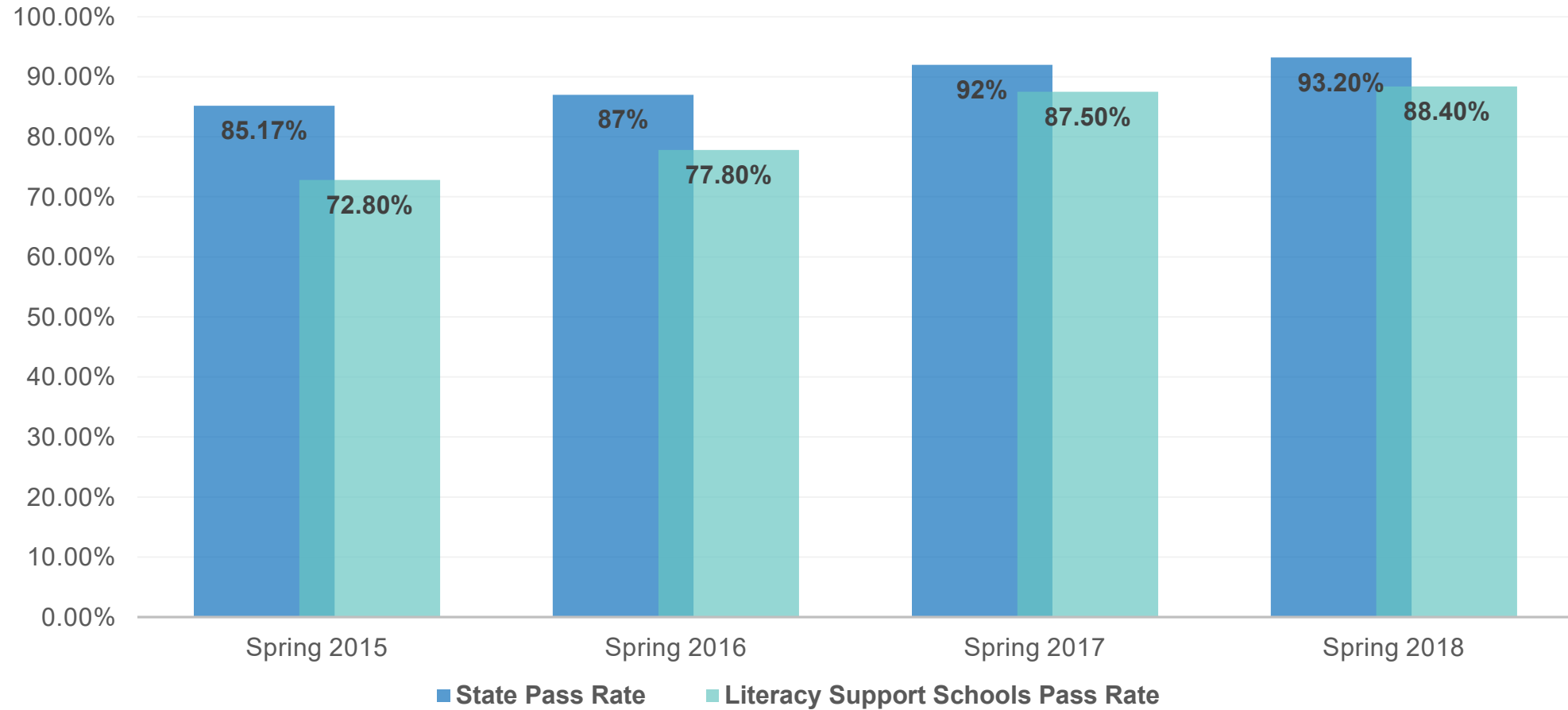
1. Average educator knowledge increased from 48% to 59% on the Teacher Knowledge of Early Literacy Skills survey.
2. In target (literacy support) schools:
  - the average rating of quality of instruction increased from 31% to 58%;
  - the average rating of student engagement increased from 37% to 53%; and,
  - the average rating of teaching competencies increased from 30% to 44%.

Folsom, J. S., Smith, K. G., Burk, K., & Oakley, N. (2017). *Educator outcomes associated with implementation of Mississippi's K-3 early literacy professional development initiative* (REL 2017–270). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. Retrieved from <http://ies.ed.gov/ncee/edlabs>.

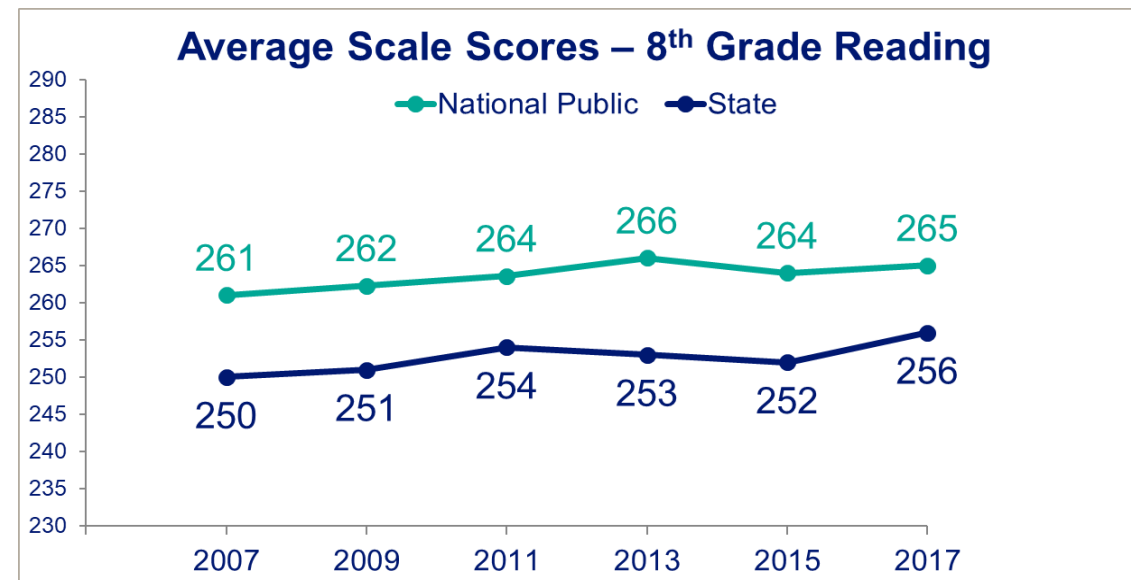
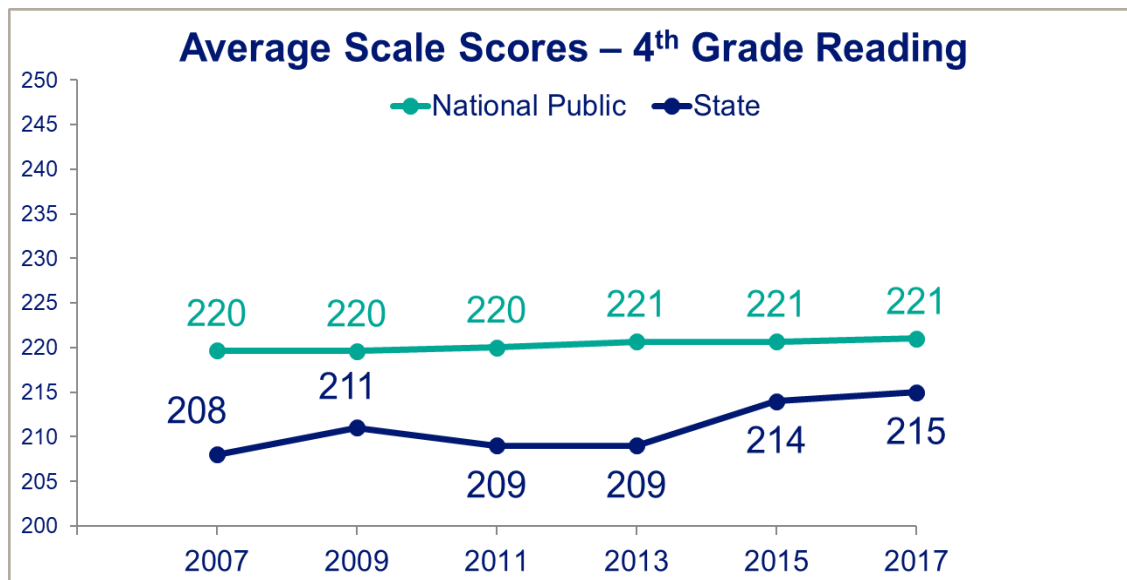
# Program Office Accomplishments

- Statewide, 93.2 percent of 3rd graders passed the 2018 MAAP assessment for promotion, rising from 92% in 2017, 87% in 2016, and 85% in 2015.
- Literacy Support Schools had a pass rate of 88.4% in 2018, up from 87.5% in 2017, 78% in 2016, and 73% in 2015.
- Mississippi 's average scale score on the NAEP in 4<sup>th</sup> grade reading increased significantly from 2013 to 2015 from 209 to 214 and continued to increase in 2017 to a scale score average of 215; Mississippi is now 2<sup>nd</sup> in the nation for gains in 4th grade reading on NAEP (from 2007-2017).

## 3rd Grade Assessment for Promotion Initial Administrations



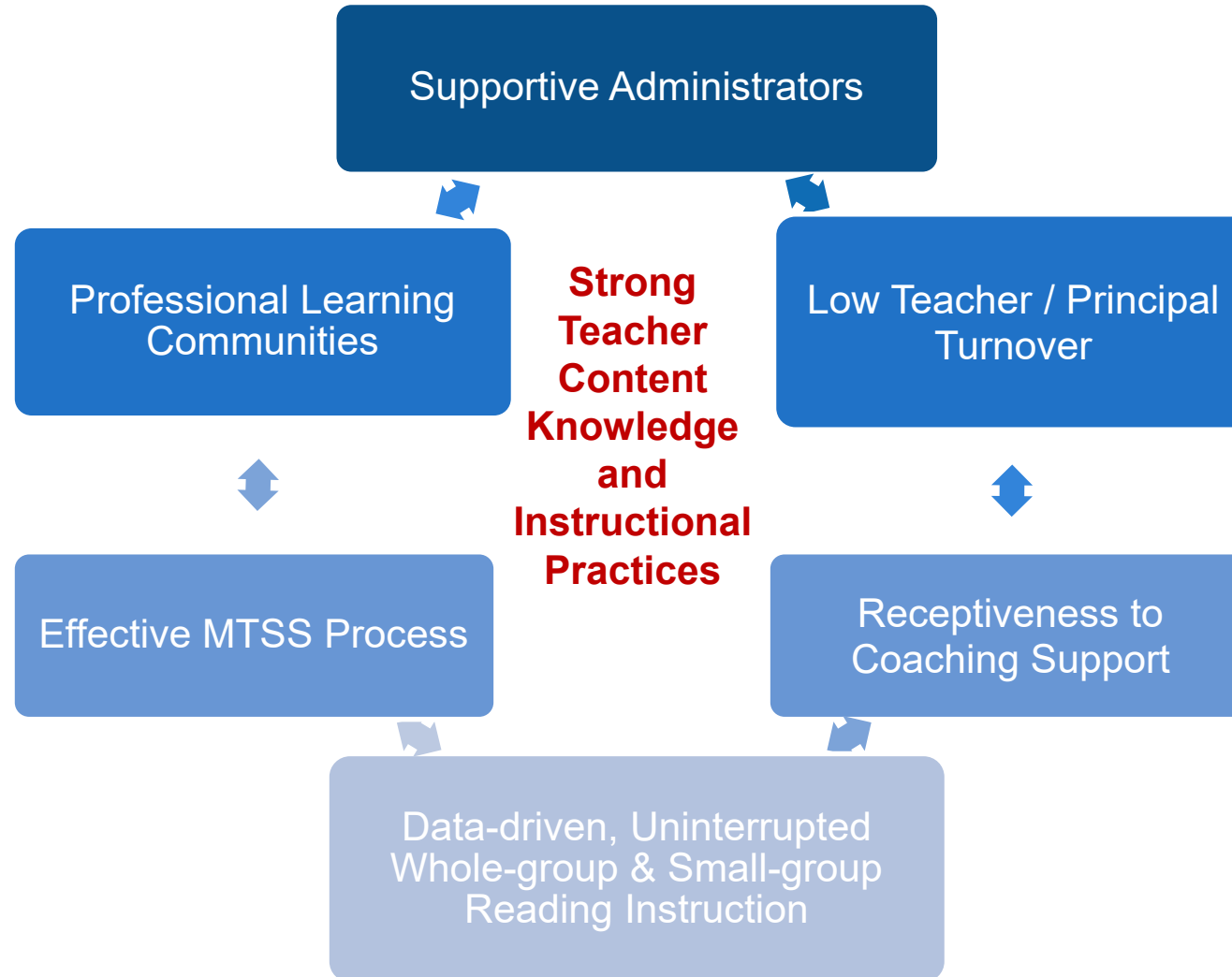
# Average Scale Score – 10-year Trend



Florida and Mississippi are states that have embraced and faithfully implemented innovative, student-centered policies and, correspondingly, saw improvement in the 2017 NAEP results.

– *Excellence in Education*

# Critical Factors to Successful Literacy Outcomes





# Next Steps

# Requirements for Public Schools – IRP

The LBPA was amended in 2016 to include the development of an Individual Reading Plan (IRP) for Kindergarten and 1<sup>st</sup> through 3<sup>rd</sup> grade students with a substantial reading deficiency and 4<sup>th</sup> grade students promoted for good cause.

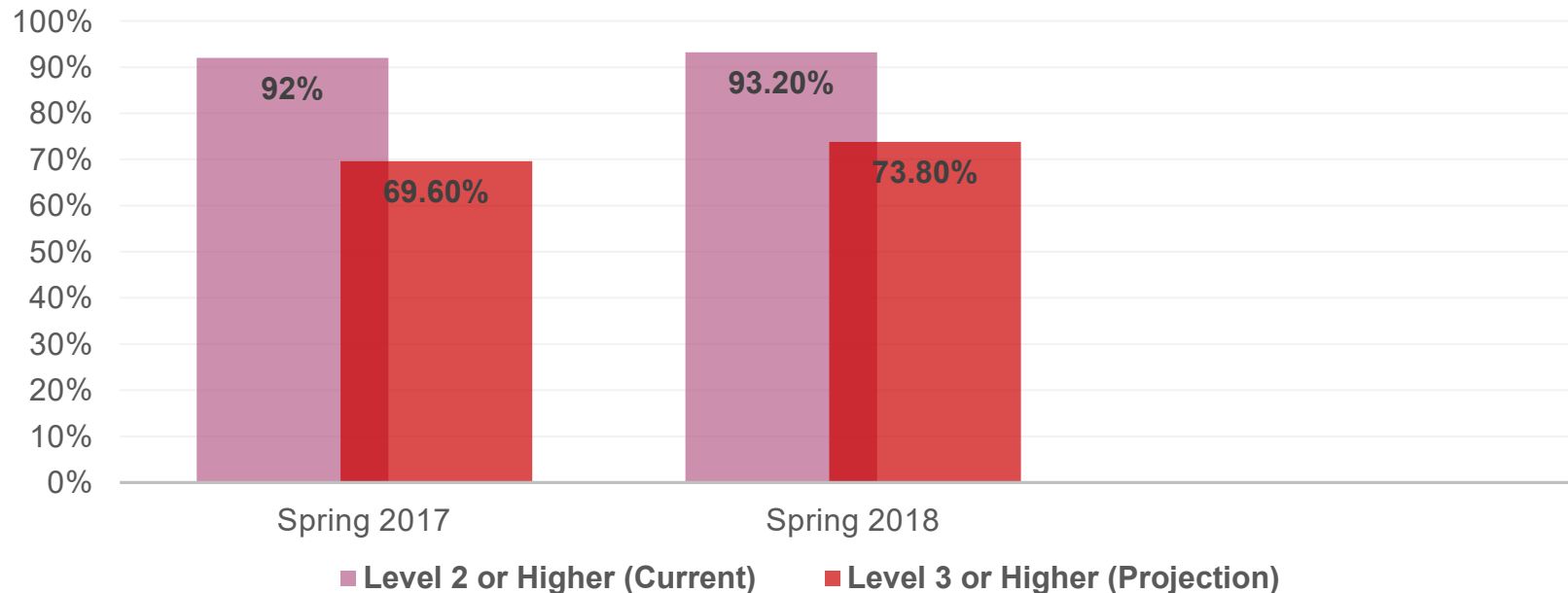
Student Name :	Teacher/School:	Date:
<b>Individual Reading Plan Checklist</b>		
Following the identification of a reading deficiency, intensive reading instruction and intervention must be documented for each student in an individual reading plan, which includes, at a minimum, the following:		
	(a) The 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;	
	(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;	
	(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	

*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; 4<sup>th</sup> grade students requiring Intensive Intervention after Good Cause Exemption promotion; or, for intensive reading interventions for Special Education students (K-4) and English Language Learners (ELLs).*

# Raising the Bar

Beginning in the **2018-2019** school year, a student must score above the **lowest two (2)** achievement levels in reading on the established state assessment for 3<sup>rd</sup> grade to be promoted to 4<sup>th</sup> grade.

## 3rd Grade Assessment for Promotion Projected Pass Rates



# Continued Statewide Supports

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- LETRS training for K-3 teachers, administrators, and IHL professors
- Statewide parent/stakeholder meetings
- Regional literacy professional development
- Literacy coaching support (select schools)
- Literacy resources for educators and parents
- Data coaching support (select schools)
- Statewide Communications Campaign (IRP, Cut Score Increase, Parent Tips)

# Strategic Partners

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- Regional Educational Laboratory – Southeast
- Barksdale Reading Institute
- MS Campaign for Grade-Level Reading
- Higher Education Literacy Council

# Resources & Publications for Teachers



## Literacy Focus of the Month

*Literacy Focus of the Month*  
(Transdisciplinary: Grades PK – 12)

*Kellogg Grant Exemplar Lesson & Unit Plans*  
(ELA and Math, Grades PK – HS)



*Instructional Scaffolding Document*  
(ELA & Math: Grades PK-8)



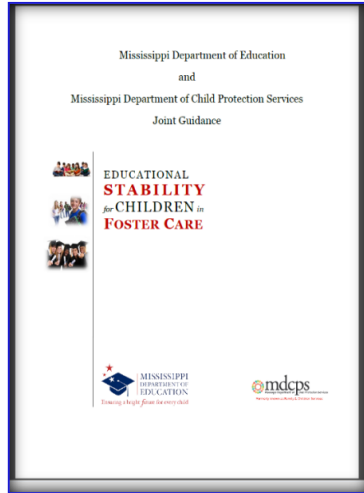
*English Learner Videos and Resources*

*Implementing Evidence-based Literacy Practices*  
(Grades K-12)

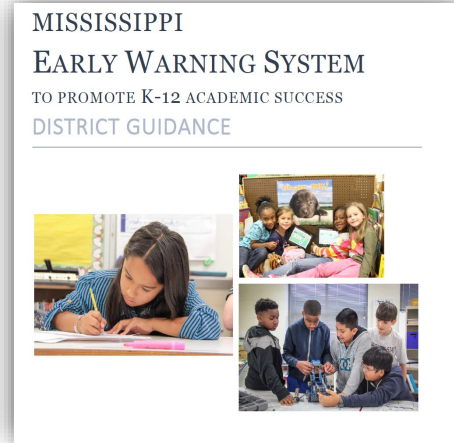
*Multi-Tiered System of Supports*  
(Transdisciplinary, Grades PK-12)

*Integrated Kindergarten Centers Activities*  
(Transdisciplinary, Kindergarten)

# Resources & Publications for Administrators



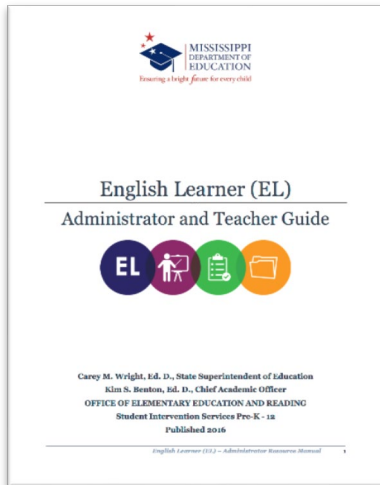
**Educational Stability for Children in Foster Care**  
(Foster Care Guidance Document)



**Early Warning System**  
(College and Career Readiness Data Guidance Document)



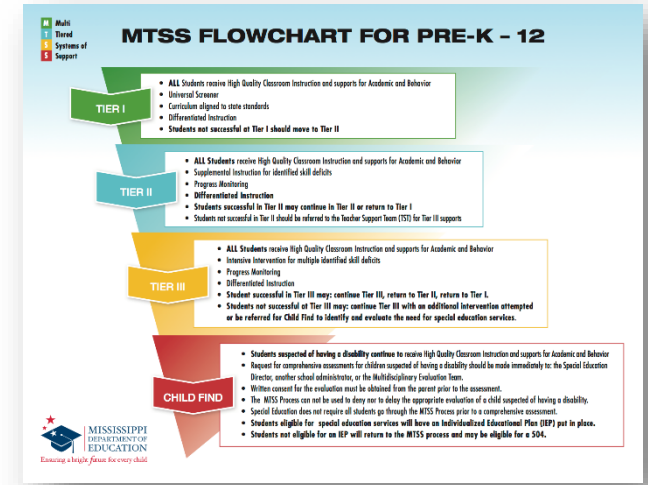
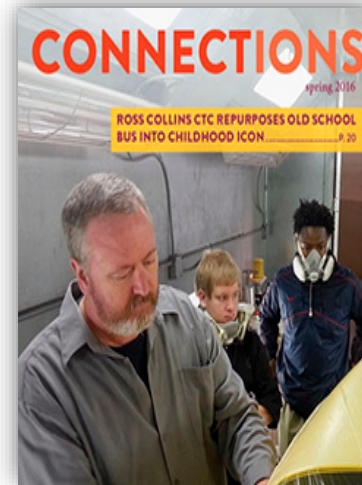
**Early Learning Collaborative Act**  
Establish, Expand, Support, and Facilitate  
Early Childhood Education Services



**English Learner Guide**

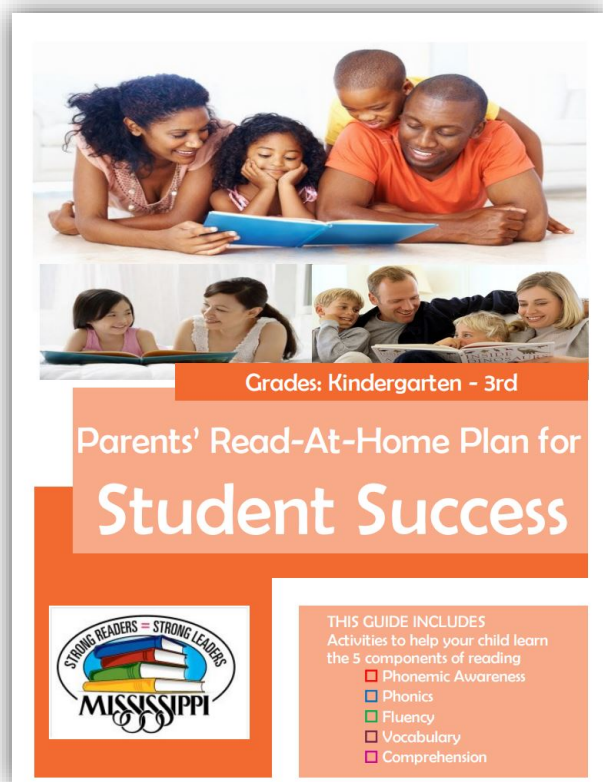


**A Glimpse into Mississippi K-12 and CTE Classrooms**  
(Transdisciplinary: Grades K-12)



**Multi-Tiered Systems of Support**

# Resources & Publications for Parents



Grades: Kindergarten - 3rd

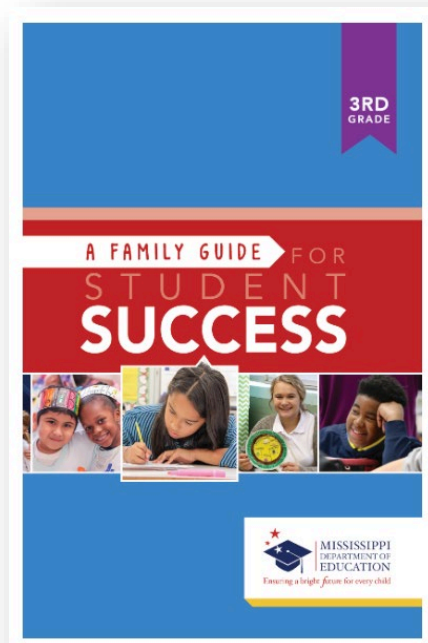
## Parents' Read-At-Home Plan for Student Success

**STRONG READERS = STRONG LEADERS**  
MISSISSIPPI

THIS GUIDE INCLUDES  
Activities to help your child learn  
the 5 components of reading

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

[Parents' Read-At-Home Plan](#)  
(Literacy-Based Promotion Act  
Parent Document)

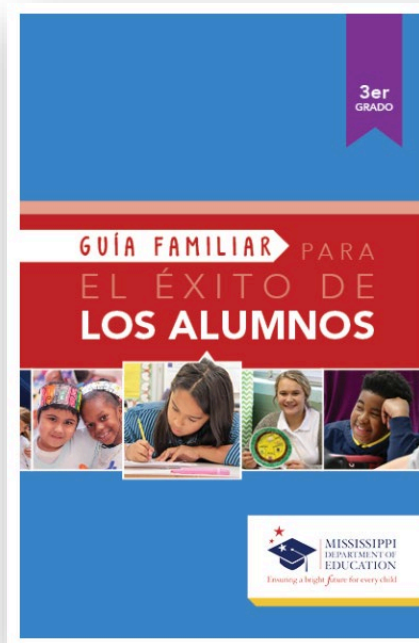


3RD GRADE

## A FAMILY GUIDE FOR STUDENT SUCCESS

MISSISSIPPI DEPARTMENT OF EDUCATION  
Ensuring a bright future for every child

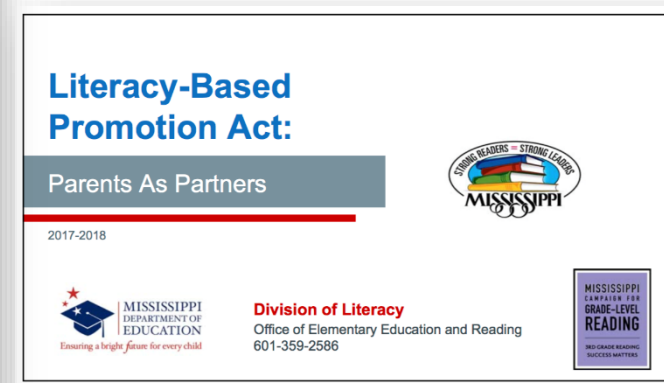
[Family Guides for Student Success](#)  
(Reading & Math: Grades PK-8)



3er GRADO

## GUÍA FAMILIAR PARA EL ÉXITO DE LOS ALUMNOS

MISSISSIPPI DEPARTMENT OF EDUCATION  
Ensuring a bright future for every child



## Literacy-Based Promotion Act:

### Parents As Partners

2017-2018

**STRONG READERS = STRONG LEADERS**  
MISSISSIPPI

MISSISSIPPI DEPARTMENT OF EDUCATION  
Ensuring a bright future for every child

**Division of Literacy**  
Office of Elementary Education and Reading  
601-359-2586

MISSISSIPPI CERTIFICATION FOR GRADE-LEVEL READING  
3RD GRADE READING SUCCESS MATTERS

[Parents As Partners: An Overview of the 3<sup>rd</sup> Grade Assessment and the LBPA](#)  
(Literacy-Based Promotion Act  
Parent Presentation K-3)



# Contact

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Dr. Nathan Oakley, Chief Academic Officer

[noakley@mdek12.org](mailto:noakley@mdek12.org)

Dr. Tenette Smith, Executive Director

[tenette.smith@mdek12.org](mailto:tenette.smith@mdek12.org)

LeighAnne Cheeseman, EL Coordinator/ Assistant State Literacy Coordinator

[lcheeseman@mdek12.org](mailto:lcheeseman@mdek12.org)

Jill Hoda, Assistant State Literacy Coordinator

[jhoda@mdek12.org](mailto:jhoda@mdek12.org)

Lori Stringer, Assistant State Literacy Coordinator

[lstringer@mdek12.org](mailto:lstringer@mdek12.org)

**Kristen Wells, Assistant State Literacy Coordinator**

[kwells@mdek12.org](mailto:kwells@mdek12.org)