

# Literacy-Based Promotion Act:

## Parents As Partners

2018-2019



### Division of Literacy

Office of Elementary Education and Reading

601-359-2586



MISSISSIPPI  
CAMPAIGN FOR  
GRADE-LEVEL  
READING

3RD-GRADE READING  
SUCCESS MATTERS

# Parents as Partners

- 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?



# Then & Now

..... in 50 years a lot has changed in school .....

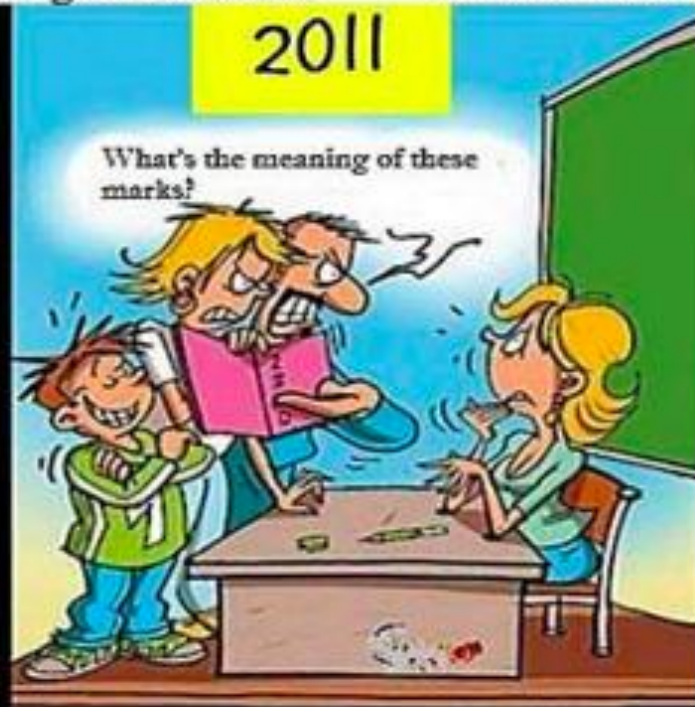
1961

What's the meaning of these marks?



2011

What's the meaning of these marks?



## Harvard Family Research Project (January 2007) Findings:

- Increased family involvement in schools predicts increases in literacy achievement.
- Family involvement in school matters most for children at greatest risk.

“Increased family involvement in school had greater implications for children’s literacy than did family income, maternal level of education, or child ethnicity.”

# Kindergarten Readiness and the Literacy-Based Promotion Act

(LBPA)

# Improving Reading Outcomes

- It is required that ALL Kindergarten students be assessed (**Kindergarten Readiness Assessment**) at the beginning and end of the year to determine readiness and growth (SB 2572).
- The purpose of the *Literacy-Based Promotion Act* is to improve the reading skills of Kindergarten through 3<sup>rd</sup> grade public school students so that every student completing 3<sup>rd</sup> grade reads at or above grade level (SB 2157).

# Universal Screener & Diagnostic Assessment

- 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.
- K-3 students identified through the **BOY Universal Screener** whose results are below grade level should be assessed to determine targeted instructional support and interventions.
- **The intensive reading instruction and intervention must be documented for each student in an individual reading plan (IRP).**

# Parental Notification

- 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 (SB 2157).
- If a K - 3 student has been identified with a substantial deficit in reading, the teacher will **immediately, and with each quarterly progress report, notify parents or legal guardians** of the determination and plans for addressing the deficiency, including sharing strategies that parents can use to support reading at home.
- A 3<sup>rd</sup> grade student who fails to meet the academic requirements for promotion to 4<sup>th</sup> Grade may be **promoted for good cause.**



## Literacy-Based Promotion Act Good Cause Exemptions

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- 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 have an IEP or Section 504 Plan that reflects the student has received intensive remediation in reading for more than two (2) years but still demonstrates a deficiency in reading 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 for two or more years but still demonstrate deficiency in reading, and who previously were retained for two (2) years in any grade Kindergarten through 3<sup>rd</sup> grade

## Interventions for Students with GCEs

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A student who is promoted to 4<sup>th</sup> grade with a good cause exemption shall be provided an **individual reading plan as described in Section 37-177-1(2)**, which outlines intensive reading instruction and intervention informed by specialized diagnostic information and delivered through specific reading strategies to meet the needs of each student so promoted.

# Mississippi Academic Assessment Program (MAAP)

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## 3<sup>rd</sup> Grade ELA Assessment

## 3<sup>rd</sup> Grade MAAP Assessment

- Beginning in the **2017-2018** school year, the **3<sup>rd</sup> Grade MAAP-ELA Assessment** (Questar), which assesses 3<sup>rd</sup> grade standards, will **determine 3<sup>rd</sup> grade promotion/retention**. *Note: The writing score is not included in determining promotion/ retention.*
- During 2018-2019 the assessment will be administered to 3<sup>rd</sup> grade public school students during the window of April 15 - April 26, 2019.
- An alternate form (Form B) of the 3<sup>rd</sup> Grade MAAP-ELA Assessment will serve as the retest. Students will have 2 retest opportunities.

## What are CCRS?

- Standards are learning goals that provide a clear understanding of what students are expected to learn at every grade level and serve as a roadmap to quality education.
- Standards have shifted from “what students are taught” to “what students need to be able to do” to succeed in the future.

# Item Types

- The MAAP – ELA Grade 3 Assessment is composed of multiple question and item types:
  - **Performance Tasks:** require extended written response to a writing prompt using evidence from the text
  - **Close-Ended:** could be a question, phrase, or an expression, and require only one answer
  - **Open-Ended:** Student answers by clicking on an open cell. It is possible to choose multiple cells.
    - Multiple choice to select one word, phrase sentence, or paragraph in a text
    - Student draws lines to connect objects

# Sample Test Item #1

**DIRECTIONS:** Read the passage and then answer the questions that follow.

## Rory's Funny Story by Janice Graham



Q 100% Q [ ] [ ]

Which sentence from the story would be the **best** caption for the illustration?

- A "The teacher, Mrs. Evans, had the best Funny-but-True stories of all." (paragraph 1)
- B "But Rory couldn't even think of one to tell." (paragraph 2)
- C "I have a Funny-but-True!" cried Dana, waving wildly." (paragraph 5)
- D "Oh, I bet funny things happen to you all the time," said Mrs. Evans." (paragraph 14)

## Item Types

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Additional sample questions specific to the 3<sup>rd</sup> Grade MAAP assessment can be found by visiting the following web address:

<https://ms-practice.nextera.questarai.com/student/Webclient/test.aspx>



# Tips for Parents And Families

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# What does this mean for parents?

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- Parents must communicate regularly with teachers to know their child's reading level.
- Parents must be notified immediately if a reading deficiency is identified.
- At-home reading strategies will be shared with parents to help increase reading proficiency.

# What can parents do?

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- Meet with your child's teachers and discuss his/her performance in school.
- Address any concerns as early as possible.
- Always ask, "How can I support my child at home?"
- Make a note of important dates such as parent nights/conferences, progress reports and report cards, and assessments.
- Make sure that your child is present and on time for school.

# Communicate with Your Child

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One of the best ways to support your child is through two-way communication.

- It develops positive speaking and listening skills.
- It informs you of what your child is learning in school.
- It gives insight on how your child thinks and feels about school.

# Show That Reading is Valued

- You may read to your child, your child may read to you, and/or you may read together.
- It is recommended that children read at home for a minimum of 20 minutes daily.
- Visit libraries, book trade stores, and yard sales to help create your home library.
- Expose your children to different types of reading material.



# Key Takeaways

- 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 provided for you.
- Ask questions, become involved, and attend school functions when possible.



# Literacy-Based Promotion Act Testing Timeline

## Timeline for 3<sup>rd</sup> Grade Assessments for Promotion

| Dates                     | Audience                           | Activity Description   |
|---------------------------|------------------------------------|--|
| April 15 – April 26, 2019 | All 3 <sup>rd</sup> Grade Students | 3 <sup>rd</sup> Grade MAAP-ELA Assessment                    |
| May 13 – May 17, 2019     | Retest Window #1                   | MAAP 3 <sup>rd</sup> Grade Reading<br>Alternative Assessment |
| June 24 – August 2, 2019  | Retest Window #2                   |  |

# Question/Answer Session

