



## Literacy-Based Promotion Act - Quick Reference Guide

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

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

MDE	District	School	Teacher
<ul style="list-style-type: none"> <li>• Provide guidance and templates for parent communication</li> </ul>	<ul style="list-style-type: none"> <li>• Establish common communication plan for distributing notification to parents/guardians.</li> <li>• Establish a district process for the development and maintenance of a documentation plan to remediate students' deficiencies.</li> <li>• Track students' progress toward reading proficiency in kindergarten through grade 3 and communicate progress to parents.</li> <li>• Ensure that parents/guardians are notified when students exhibit a deficiency in reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Notify parents/guardians in writing about deficiencies immediately upon determination and subsequently with each quarterly progress report.</li> <li>• Meet with parents to discuss notifications.</li> <li>• Document reading proficiency levels.</li> <li>• Ensure teacher implementation of notification procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide written notification to parents/guardians of the following.               <ul style="list-style-type: none"> <li>○ Substantial reading deficiency has been determined;</li> <li>○ Services currently provided to student, as well as proposed services and supports;</li> <li>○ 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;</li> <li>○ Strategies for parents to use at home; and</li> <li>○ Promotion to grade 4 will be determined by student performance on state annual accountability assessment or an approved alternative assessment.</li> </ul> </li> </ul>

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

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

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

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

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

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