

LITERACY-BASED PROMOTION ACT

The purpose of the *Literacy-Based Promotion Act* is to improve the reading skills of kindergarten and first through third grade public school students so that every student completing 3rd grade reads at or above grade level. The intent is to increase the proficiency of all students in reading by the end of their 3rd grade year of school.



PUBLIC SCHOOL REQUIREMENTS

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 following in writing:

- Determination of a substantial deficit in reading;
- Description of student services and supports presently provided;
- Description of proposed supplemental instruction and support to remediate the student's deficit areas;
- Strategies for parents to use to help students at home; and,
- Notification that student will not be promoted to 4th grade if reading deficiency cannot be remediated by the end of 3rd grade

Provide intensive reading instruction and immediate intervention to each K - 3 student who exhibits a substantial deficiency in reading at any time.

The intensive reading instruction and intervention must be documented for each student grades K-3 in an **individual reading plan**, including, 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 instruction 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.

PARENTAL NOTIFICATION

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.

SCREENER REQUIREMENTS

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.

<https://www.mdek12.org/Literacy>



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3RD GRADE READING SUMMATIVE ASSESSMENT

The Literacy-Based Promotion Act requires all 3rd grade public school students to pass a reading test in order to qualify for promotion to the 4th grade. The reading portion of the Mississippi Academic Assessment Program (MAAP) English Language Arts (ELA) test will determine whether students meet the requirement for promotion. Students who do not meet the promotion requirement on the 3rd Grade MAAP ELA test will be given two retesting opportunities.

Test format: Both the 3rd Grade MAAP ELA and the 3rd Grade Reading Alternative Assessment are multiple-choice tests that are given online via a computer or tablet in your child's school. Students will have 180 minutes or 3 hours to complete this test.

Content and skills: Both tests assess the Mississippi College and Career-Readiness Standards of reading for foundational skills, informational text, literature, and language.

GOOD CAUSE EXEMPTIONS

A 3rd grade student who fails to meet the academic requirements for promotion to the 4th grade may be promoted for good cause:

- a) Limited English Proficient students who have had less than two (2) years of instruction in 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 that the student has received intense remediation in reading for 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; and
- e) Students who have received intensive intervention for two (2) or more years but still demonstrate a deficiency in reading, and who previously were retained in Kindergarten or First, Second or Third Grade for a total of two (2) years and have not met exceptional education criteria.



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