

Rewriting the Script: A Blueprint for Improving Literacy Outcomes

Kristen D. Wynn
State Literacy Director (K-12)

mdek12.org









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EDUCATION



Mississippi State Board of Education STRATEGIC PLAN GOALS

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 1	ALL Students Proficient and Showing Growth in All Assessed Areas	EVERY School Has Effective Teachers and Leaders	 4
 2	EVERY Student Graduates from High School and is Ready for College and Career	EVERY Community Effectively Uses a World-Class Data System to Improve Student Outcomes	 5
 3	EVERY Child Has Access to a High-Quality Early Childhood Program	EVERY School and District is Rated “C” or Higher	 6

VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community



F
Quality Counts K-12 Achievement

D+ for chance for success
D for school finance

50TH

Quality Counts National Ranking

50th in nation for K-12 achievement

75.5

Graduation Rate

75.5% second lowest among neighboring states

NAEP

NAEP

4th graders reading more than **one full grade level** behind national average on National Assessment of Educational Progress

GAP

Honesty Gap

Large “honesty gap” between state assessment proficiency rates and NAEP results

C-

Quality Counts Overall Grade
C for chance for success
D+ for school finance
D+ for K-12 achievement

35TH

Quality Counts National Ranking
35th in nation for K-12 achievement

88.4

Graduation Rate
88.4% Higher than the national average

NAEP

NAEP
No. 1 in the nation for gains in 4th grade reading and math, **higher than national** average in math and tied for reading

No. 2

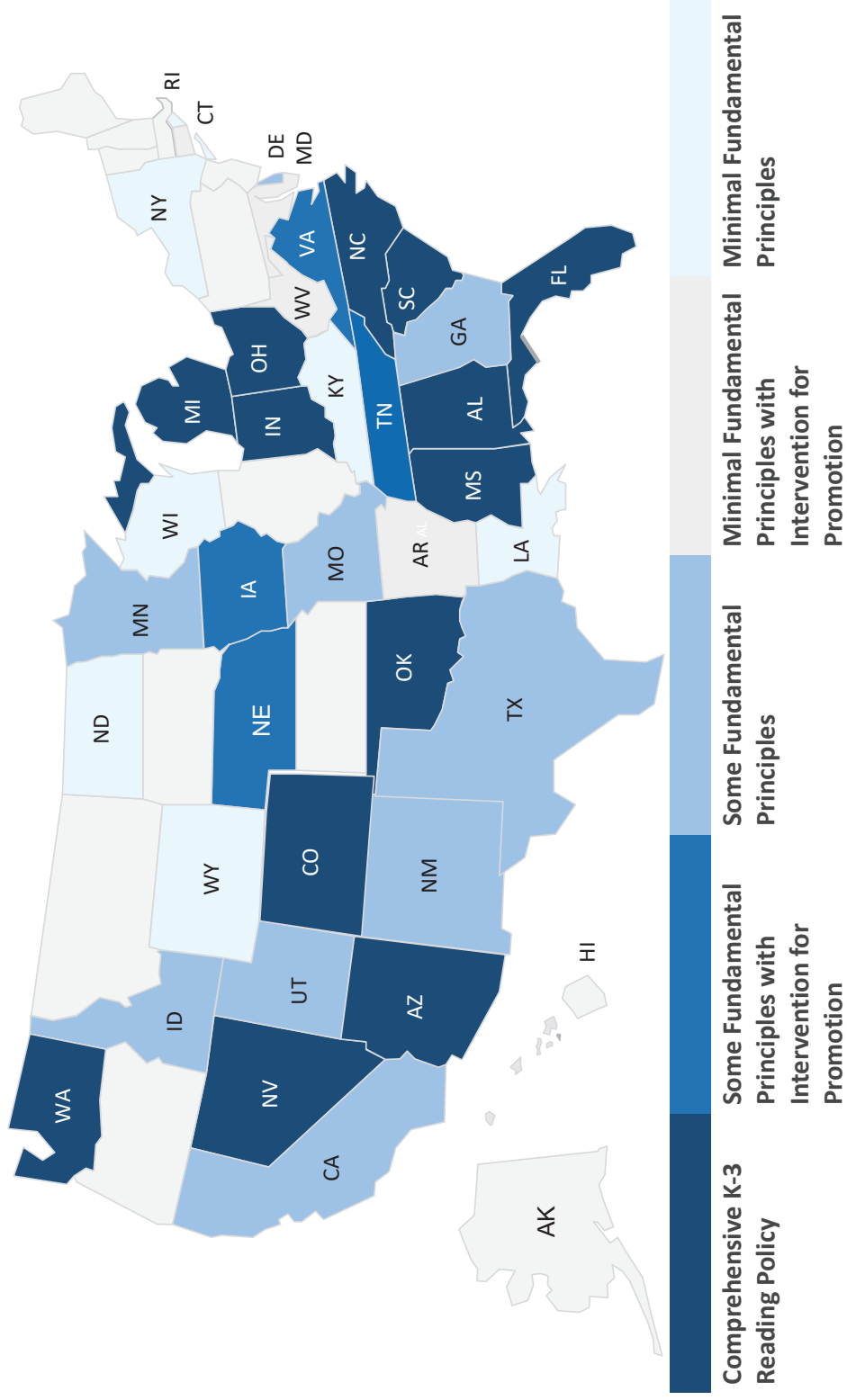
Most Improved in Nation
No. 2 state in nation with greatest improvements for **three consecutive years**

2022: State of Education in Mississippi

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2022 National Rankings		2022 Mississippi Rankings	
Grade 4 Reading	Scale Score	Scale Score	Rank
All Students	217	217	21
White	230	230	11
Black	204	204	5
Hispanic	214	214	5
FRL	212	212	2

K-3 Reading Policy by State



“

*Every well-built house started in
the form of a definite purpose
plus a definite plan in the nature
of a set of blueprints.*

-Napoleon Hill



PLAN VIEW

Creating a Shared Literacy Vision (Policy)



ELEVATION VIEW

Developing a Common Language (Statewide Professional Development) and Early Identification



SECTION VIEW

Cultivating Teacher Capacity: MDE Coach Model, Regional Professional Development, Literacy Coaching Academy of MS, Supporting Families as Partners "Strong Readers, Strong Leaders"

PLAN VIEW DRAWING

Creating a Shared Literacy Vision:
Policy and Structure



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Improving Literacy Outcomes: Key Legislation



Early Learning Collaborative Act (2013)

Establishes Early Learning Collaborative (ELC) Pre-K programs in underserved areas throughout the state



Literacy-Based Promotion Act (2013)

Eliminates social promotion and focuses on improving the reading skills of all Kindergarten through grade 3 students



Kindergarten Readiness Assessment (2014)

Requires all Kindergarten students to be assessed at the beginning and end of year to determine readiness and growth



Dyslexia Scholarships (2012)

Provides school choice for students with dyslexia in grades 1 - 12
Requires local adoption policies to screen students for dyslexia in kindergarten

Improving Literacy Outcomes: Literacy Based Promotion Act 12

EDUCATOR TRAINING

All levels, including ed. prep. programs

COACHING
for teachers

EARLY IDENTIFICATION
Testing with intention

PARENT COMMUNICATION

Educating about law, the why, and emphasizing notifications and communication

PREVENTION AND INTERVENTION

INDIVIDUAL READING PLANS

for students per amendment

HIGH QUALITY INSTRUCTIONAL MATERIALS

aligned to the Science of 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.

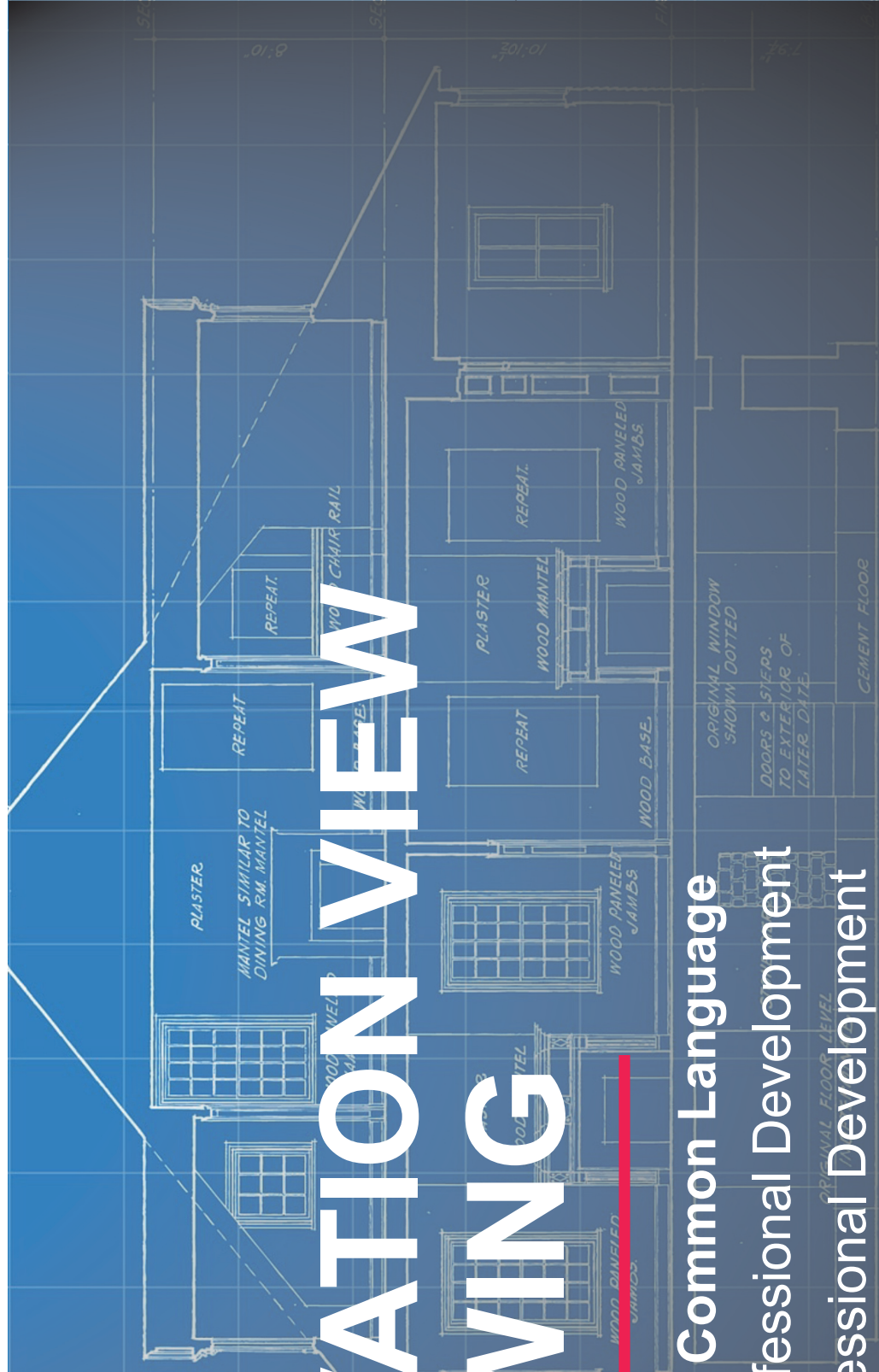
Diagnostic assessments provide in-depth information about an individual student's particular strengths and needs for Tier 2 supplemental instruction and/or Tier 3 intensive intervention.

The intensive reading instruction and intervention must be documented for each student in an **individual reading plan (IRP)**.

ELEVATION VIEW DRAWING

Developing a Common Language
Statewide Professional Development
Regional Professional Development

SECTION LOOKING EAST



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Regional Educational Laboratory at Florida State University (REL Southeast)

REL Southeast found professional development provided by the Mississippi Department of Education to K-3 teachers **improved teachers' knowledge and practice** of early literacy instruction.

News release

mdek12.org/OCGR/mdeliteracy

Research paper

bit.ly/MSLiteracyResearch



AIM INSTITUTE for Learning and Research

AIM Institute for Learning and Research appreciates and encourages differentiation of professional learning for participants. The coursework levels offered in the **2023-2024** school year through AIM's learning management system are designed to deliver proven research and evidence-based content.

Level 1

Pathways to Proficient Readers (general education teachers, reading specialists, special education teachers, and any teacher with struggling readers in upper grades)
Pathways to Literacy Leadership (building and district level administrators)

Level 2

Pathways to Structured Literacy (participants who have completed PPR or PLL)
Pathways to Structured Literacy with Practicum (*acceptance by application only*)

Level 3

Pathways to Proficient Writing (general education teachers, reading specialists, special education teachers, and any teacher with struggling readers in upper grades)



AIM Institute
for Learning & Research



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Phonics First[®] reading system developed by Brainspring (an IMSLEC Accredited MSL program), is a multisensory, systematic, structured, sequential, phonics-based, direct-instruction approach to teaching beginning, at-risk, struggling, learning disabled, dyslexic, and ELL readers.



BRAINSPRING



Regional Literacy Professional Development

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- Regional Literacy Trainings for Teachers
- *Families as Partners* - LBPA Informational Meetings
- *Coaching: Progress is a Process* (Curriculum Coordinators and Instructional Coaches)
- Literacy Coach Academy of Mississippi
- Multi-Tiered Systems of Support
- MS Literacy Leadership Network (MSLL)



“Providing education equity
for Mississippi students.”

Tara Y. Wren, Director of Education

SECTION VIEW

Cultivating Teacher Capacity:
MDE Coach Model
Improving Core Reading and Writing Instruction



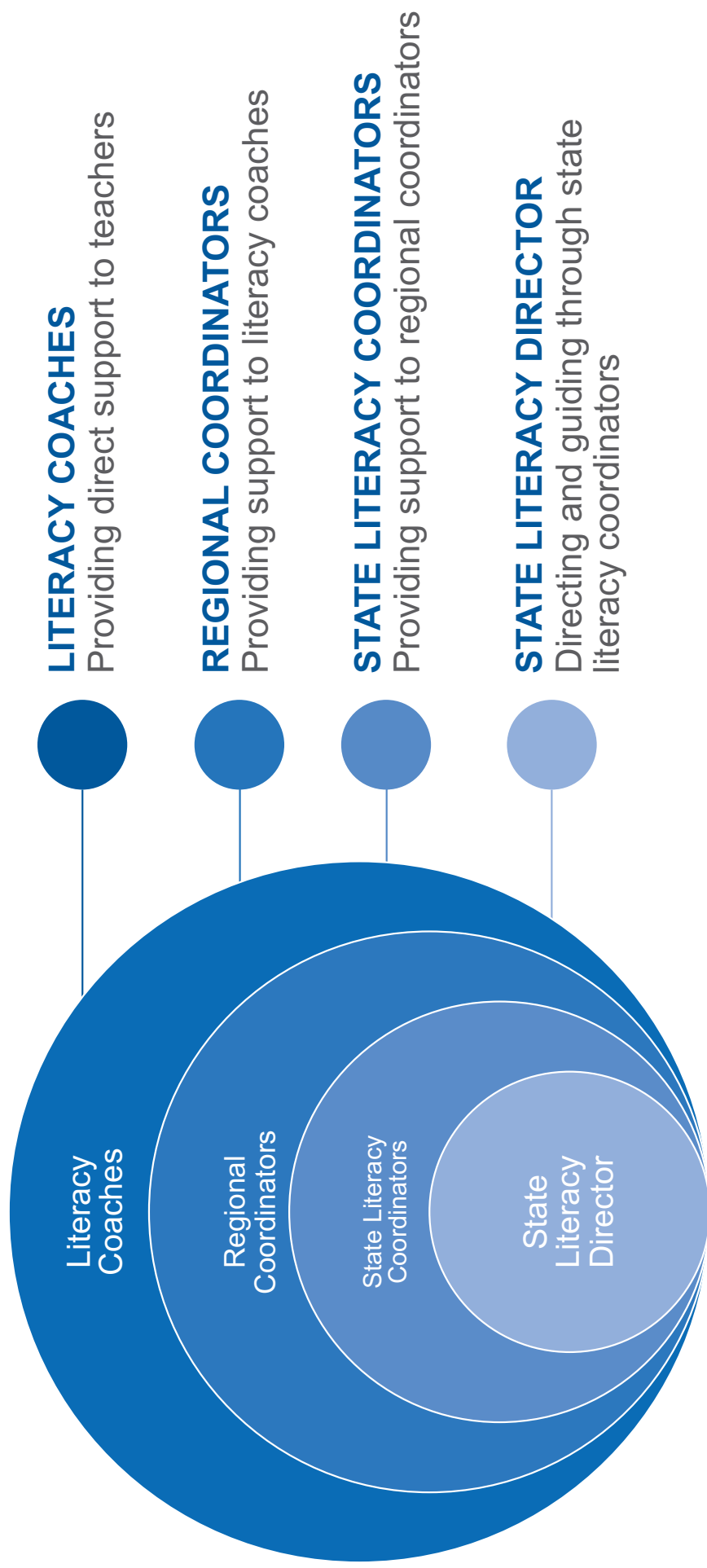
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"Coaching isn't about heroically showing up as the expert and bestowing knowledge. It's about courageously showing up every day to stand for the potential of each and every one of our educators. It's giving up how I think things "should" go and asking myself, "what do they need from me to make a real impact" and not giving up until I find it."

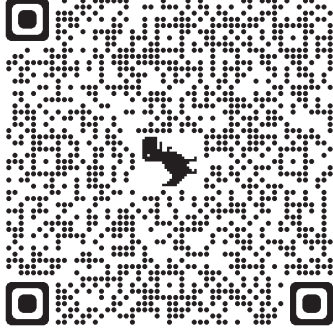
-Becca Silver

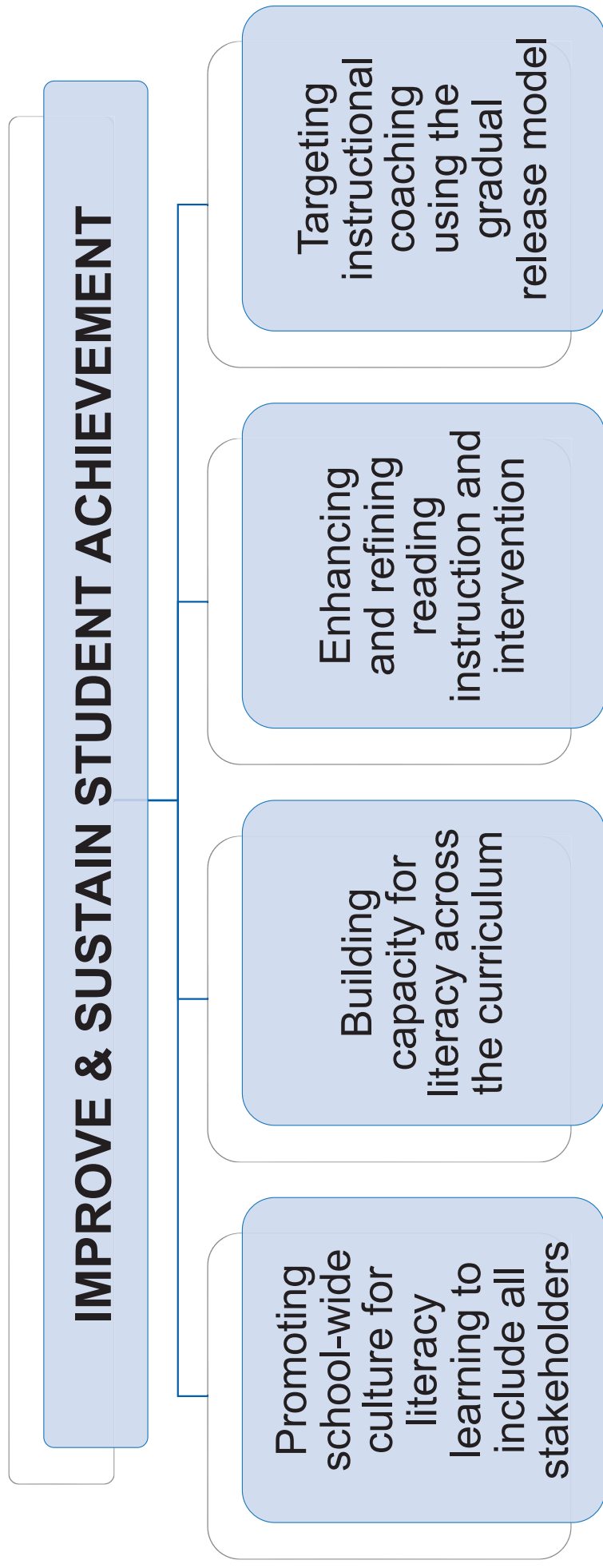


MDE Literacy Coach Support: Multi-Layered Strategy



Coaching Model Components				
Comprehensive Coach Training	Goal Setting	Effective Communication	Reporting and Accountability	Educator Development
				
				Collaboration and Effective Partnership
				





Balanced Literacy Practices

Students improve reading by practicing reading and discover how to read by immersion.

Example: sustained silent reading (SSR)

Leveled texts utilize the three-cueing system.

High frequency words (HFW) are taught through the memorization of whole words.

Example: flashcards

Non-evidence-based assessments

Example: running records; benchmark assessments

Phonics and phonemic awareness instruction is haphazardly taught, often by mini-lessons that are not aligned with each other; misread words are guessed and corrected.

Instruction follows a "standards-first" approach and focuses on siloed skills.

Example: main idea

Texts are disconnected.

Example: passage after passage after passage

Structured Literacy Practices

Students improve reading by learning to decode (word recognition: phoneme/grapheme relationships) and by building language comprehension.

Decodable texts apply taught phonics patterns

High frequency words (HFW) are taught and sorted according to HQIM phonetic skills.

Irregular words are taught explicitly.

Screeners and HQIM Assessments

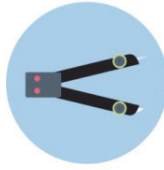
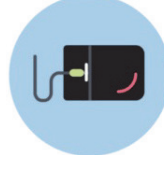
Phonics and phonemic awareness instruction is explicitly and systematically taught using a scope and sequence aligned to High Quality Instructional Materials (HQIM).

Instruction follows a "text-first" approach and utilizes knowledge-building texts that are authentic, diverse and complex, aimed to improve comprehension.

Grade level, coherent, texts are aligned to the grade-level standards and tied to an HQIM topic.

Mississippi Instructional Materials Matter

The screenshot shows a website header with three circular icons: a smartphone, a tablet, and a pair of scissors. Below the icons is the text "MISSISSIPPI INSTRUCTIONAL MATERIALS MATTER." followed by navigation links: "HOME", "STATE-ADOPTED MATERIALS", "SELECTING MATERIALS", "DISTRICTS", "RESOURCES", and a search icon. The main content area features a photograph of a smiling teacher interacting with students. Below the photo is a white text box with the message: "Instructional materials matter to Mississippi teachers. With high-quality instructional materials, Mississippi teachers can bring lessons to life and inspire their students to learn and grow." At the bottom, there are two blue buttons with white text: "HQIM TRAININGS >" and "HQIM IMPLEMENTATION >".



MISSISSIPPI INSTRUCTIONAL MATERIALS MATTER.



The MDE does not support the use of *leveled readers when teaching students to read.*

- **Decodable Readers** should be used to support word recognition as students are learning to read.
- **Leveled readers** may be organized by topic and used as optional readers in classroom libraries.
- Districts are strongly encouraged to **review all components of their adopted HQIM to ensure alignment with the Science of Reading** (structured literacy approach).

Part 1: Science of Reading Classroom: Implementing HQIM

- **Focusing on HQIM implementation** for effective Tier I instruction as opposed to a variety of supplemental materials
- **Moving to standards-aligned instruction** (text first) as opposed to standard-based
- **Following HQIM scope and sequence** as opposed to disconnected pacing guides
- **Focusing on preparation through annotation** as opposed to creating base-level lesson plans

Part 2: Science of Reading Implementing HQIM: Assessment and Writing

- **Shifting to text adjacent writing:** connected and dependent
- **Utilizing a screener and diagnostics** over benchmarks
- **Utilizing HQIM assessments:** Text-first instruction

Part 3: Science of Reading Classroom: Small Group Instruction

- Shifting practices to support students: rethinking reading comprehension
- Understanding the ABCs of small group instruction
- Utilizing Small Group Instruction Effectively during the literacy block
- Implementing an effective teacher-led center
- Exploring the “Plus Block:” addressing intensive reading interventions

Part 4: Science of Reading Classroom: HQIM Instruction Implementation

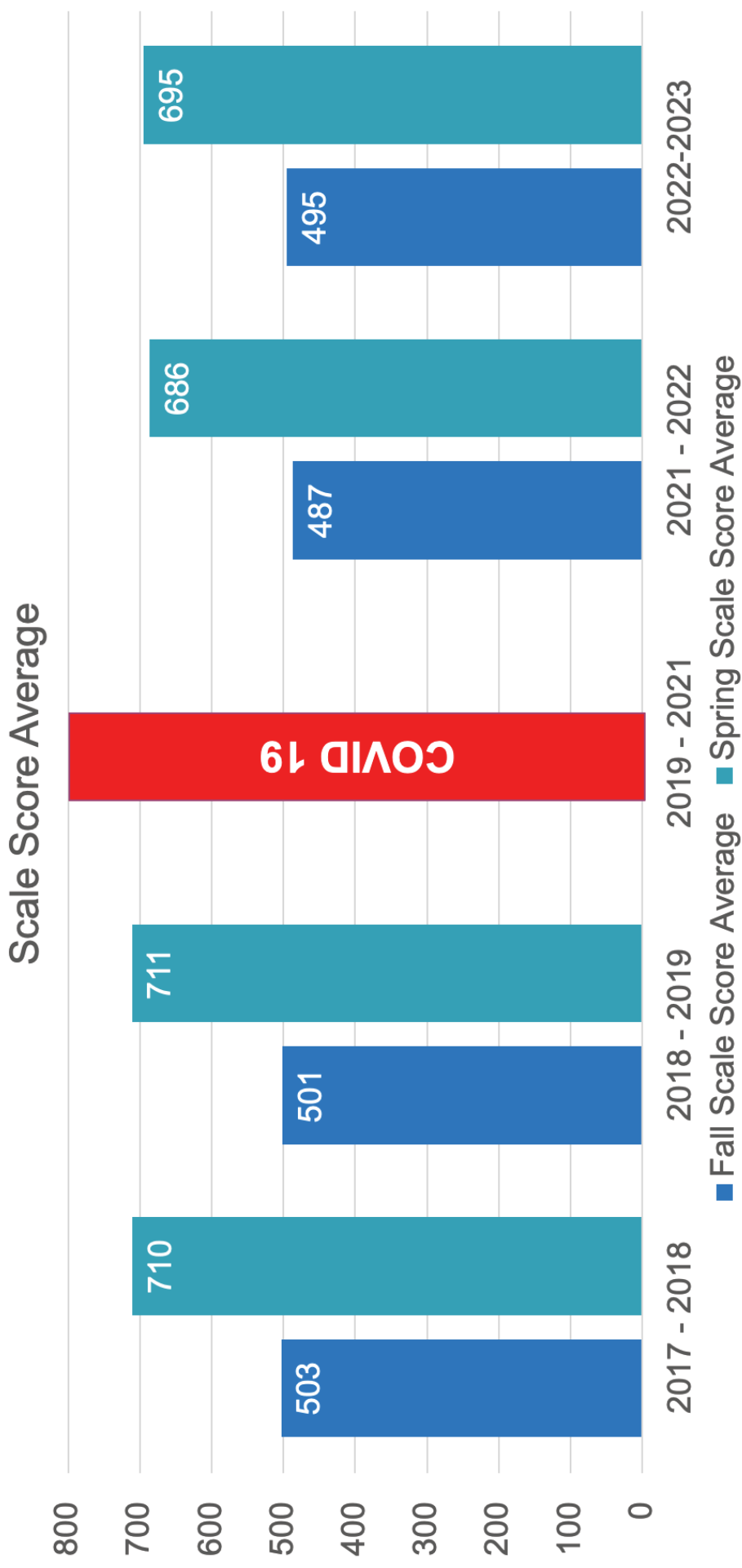
- Examining the school's vision and mission
- HQPL: Creating a positive culture for implementation and support
- Digging into data to determine process of learning cycles
- Analyzing EOY data and determining PL goals

OPEN HOUSE

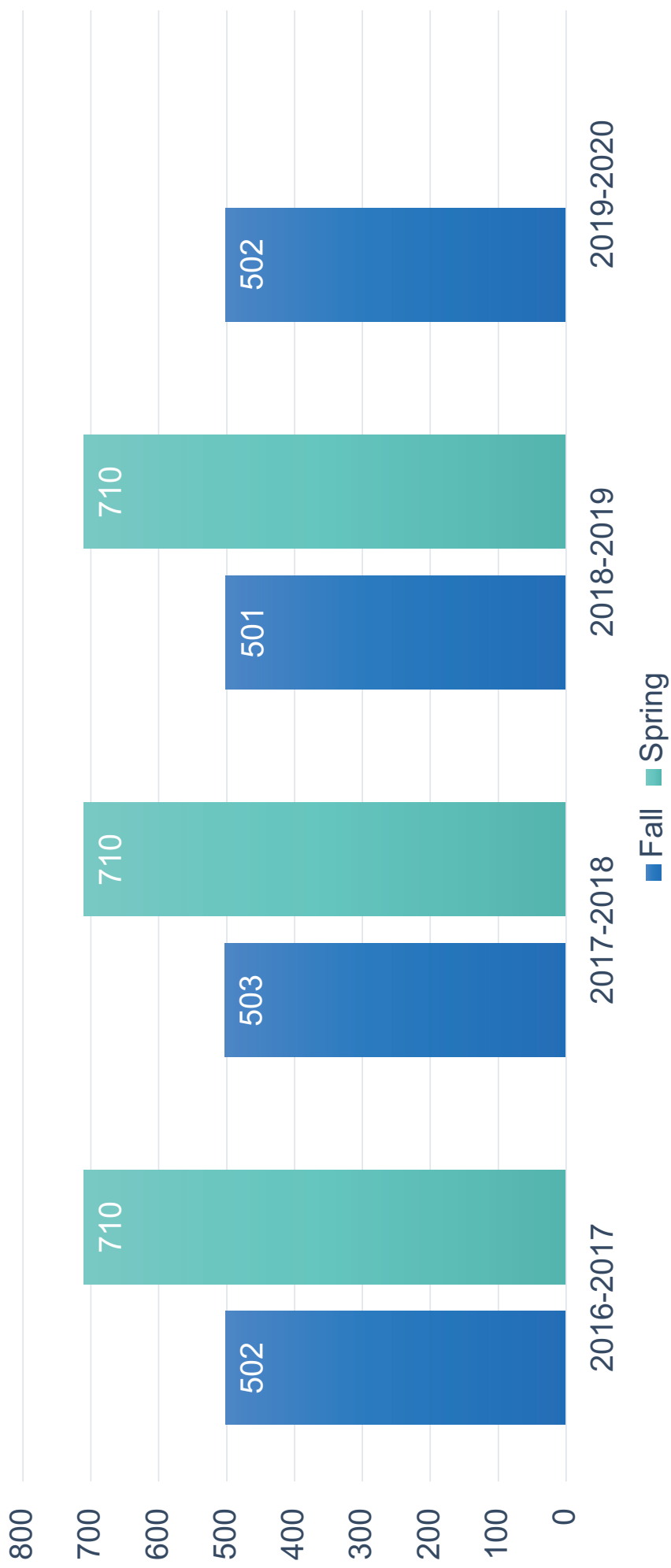
Celebrating Success



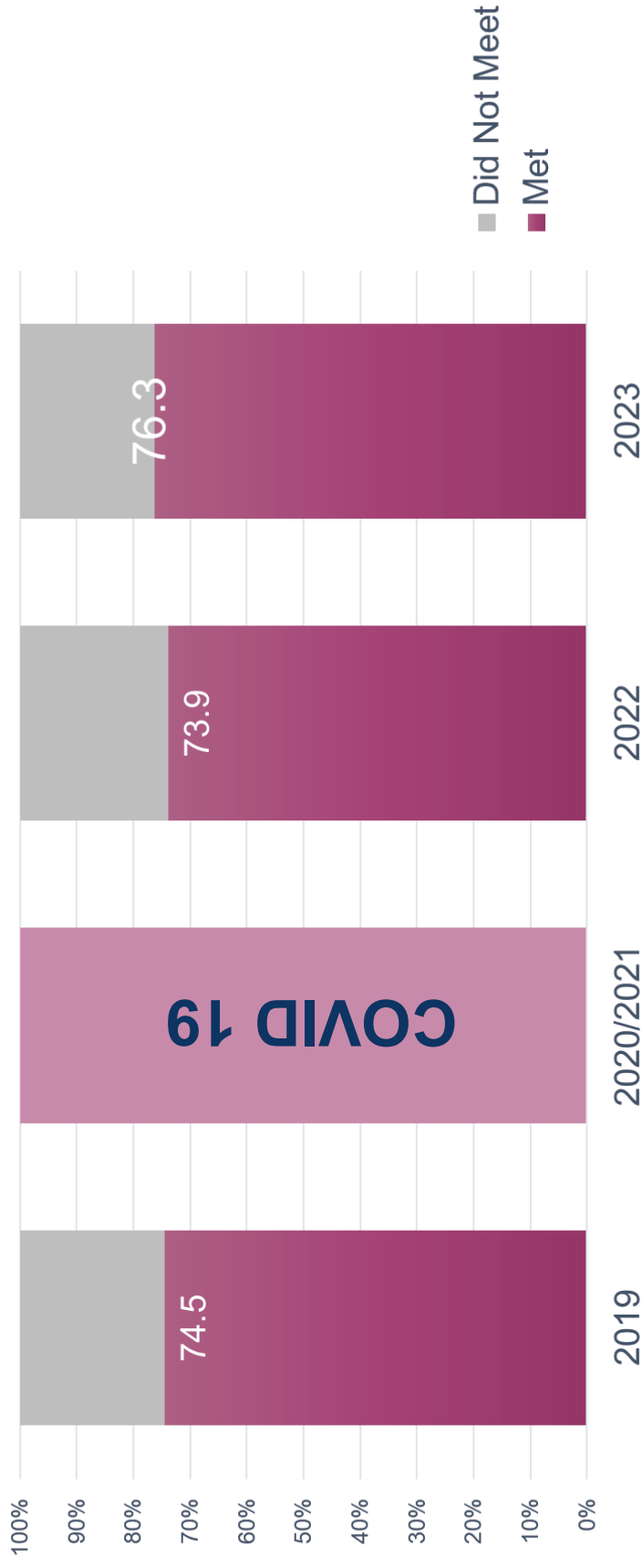
Kindergarten Readiness Results



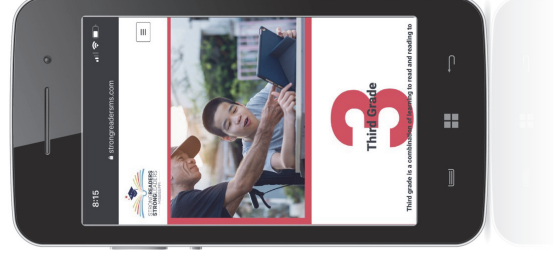
Kindergarten Readiness



3rd Grade Initial Pass Rate 32



Beginning in the **2018-2019** school year, students were expected to score above the **lowest two (2)** achievement levels in reading on the established state assessment for 3rd grade to be promoted to 4th grade (SB 2157).



Strong Readers Strong Leaders Mississippi

Strongreadersms.com

was developed to help families assist children with building their reading skills. The site provides activities, resources, and information for children from birth through 5th grade to become strong readers.

2024-2025 Emerging Science of Reading Award: Selection Criteria

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80% of teachers **AND** ALL school leaders attend and complete statewide literacy professional development (e.g., AIM Pathways to Proficient Reading).



Teachers are provided professional development at the school level **AND** have the opportunity to work with colleagues in PLCs on topics related to Structured Literacy



Students have access to high-quality instruction and high-quality instructional materials aligned to the science of reading at Tier 1.



The school culture reflects the changes made to instruction.



Universal Screener, K-Readiness, **and/or** 3rd grade MAAP ELA data show significant reading growth.



LEADING IN **LITERACY**

OVERVIEW OF PROGRAMS AND SPECIAL PROJECTS
www.mdek12.org/Literacy

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www.mdek12.org/literacy

Scan for
full document



Office of Elementary Education and Reading

Division of Literacy

Kristen Wynn, State Literacy Director Kwells@mdek12.org

Jill Webb Hoda, Assistant State Literacy Coordinator Jhoda@mdek12.org



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