

MS Code [37-177-3](#) of the Literacy-Based Promotion Act requires districts to provide written notification to parents/guardians of students who exhibit a substantial deficiency in reading.

**1. Who should receive the Parent Notification Letter?**

Parents/Guardians of students in Kindergarten, First, Second, or Third Grade whose universal screener score indicates that the students' reading ability is below grade level and the student may need an additional diagnostic reading assessment to determine if a substantial reading deficiency exist.

**2. How often should parents receive notification from the school about their child's reading progress?**

Parents should be notified quarterly (in writing) with each progress report until the reading deficiency is remediated.

**3. What do the score ranges on the Parent Notification Letter represent?**

These ranges represent on-grade level expectations for each grade, as indicated by the screener vendors.

**4. How should additional supports and interventions be determined for students scoring below grade-level expectations on an administered universal screener?**

Determining the intensity of interventions and supports for students performing below grade level expectation is a multi-step process.

According to [MS Code 37-177-1](#), students exhibiting a substantial reading deficiency at any time in grades K-3 MUST BE provided intensive reading interventions following the identification of the reading deficiency based on a **diagnostic assessment**.

The intensive reading instruction and intervention must be documented for each student in an [Individual Reading Plan](#).

**Additional Resource(s):**

[Universal Screener Companion Guide](#)

[Free Diagnostic Reading Assessment\(s\)](#) – K-12<sup>th</sup> grade.

[MDE Approved Reading Intervention List](#) \*\* a few of the interventions listed include diagnostic assessments.

[Free Progress Monitoring Measures](#) (K-8<sup>th</sup> grade)

- [Fact Sheet: Progress Monitoring](#)