



STATE MANDATED ELA AND READING INTERVENTIONS

Executive Summary

The “Mississippi Miracle” refers to Mississippi’s unusually large improvement in K–12 student achievement since about 2013, especially in early literacy and fourth-grade reading. This was not a single program but a sustained package of policy, implementation, and accountability reforms that changed classroom practice statewide. Mississippi’s turnaround is most closely associated with the [Literacy-Based Promotion Act \(LBPA\)](#) and related reforms that emphasized phonics and the science of reading, early screening for reading problems, intensive teacher training, reading coaches, and a third-grade promotion standard tied to reading proficiency. By 2024, Mississippi had moved from near the bottom nationally to roughly the middle or above average on key reading measures, with especially strong gains among younger students.

One such component of this historic turnaround was the implementation and investment into ELA (English Language Arts) tutoring and reading supports for at-risk students – among other interventions. Among the South, most states – like Mississippi – prescribe multiple interventions such as tutoring, Summer school, small group or individualized reading plans, and plans for reading at home. However, only three states – Georgia, Louisiana, and Virginia – defer primarily to districts for individual interventions and only five states (Florida, Kentucky, Mississippi, Oklahoma, and West Virginia) emphasize multi-tiered systems of support (MTSS) as a primary interventionary tool.

Research Methods

Review of state statutes, as well as review of state legislation using Quorum.

Findings and Analysis

State	Reading Intervention(s)	Citation(s)
Alabama	- Individual Tutoring - Small Group Instruction - Summer Reading Instruction - Individualized Reading Plans - Highly Effective Teacher Assigned - Read-at-Home Plan	Ala. Code § 16-6G-5
Arkansas	- Summer Reading Instruction - Intensive Reading Instruction - Supplemental Instruction Services (as needed)	Ark. Code Ann. § 6-15-2004
Florida	- Multi-tiered Systems of Support - Summer Reading Instruction/Camps - Read-at-Home Plan - Individual Tutoring	Fla. Stat. Ann. § 1008.25
Georgia	<i>District-dependent</i>	Ga. Comp. R. & Reqs. 160-4-2-.17
Kentucky	Multi-tiered Systems of Support	Ky. Rev. Stat. § 158.305



State	Reading Intervention(s)	Citation(s)
	- Individualized Reading Plans - One-on-One Instruction - Read-at-Home Plan	
Louisiana	Individualized Reading Plans <i>District-dependent (Others)</i>	<u>La. Rev. Stat. 17:24.10</u>
Mississippi	- Multi-tiered Systems of Support - Individualized Reading Plans	<u>Miss. Code Ann. § 37-177-1</u>
Missouri	- Individualized Reading Plans - Read-at-Home Plans	<u>Mo. Ann. Stat. § 167.645</u>
North Carolina	- Individualized Reading Plans - Summer Reading Instruction - Read-at-Home Plans	<u>N.C. Gen. Stat. Ann. § 115C-83.3</u> ; and <u>N.C. Gen. Stat. Ann. § 115C-83.6B</u>
Oklahoma	- Multi-tiered Systems of Support - Increased Instructional Time - Individualized Reading Plans - Summer Reading Instruction	<u>70 Okla. Stat. Ann. § 1210.508C</u>
South Carolina	- Small Group Instruction - One-on-One Instruction	<u>S.C. Code Ann. § 59-155-150</u>
Tennessee	- Summer Reading Instruction - Afterschool Instruction	<u>Tenn. Code Ann. § 49-6-1503</u>
Texas	<i>District-dependent</i>	<u>Tex. Edu. Code § 28.006</u>
Virginia	Individualized Reading Plans <i>District-dependent (Others)</i>	<u>Va. Code Ann. § 22.1-253.13:1</u>
West Virginia	- Multi-tiered Systems of Support - Individualized Reading Plans - Small Group Instruction - One-on-One Instruction - Tutoring - Read-at-Home Plans - Summer Reading Instruction	<u>W. Va. Code, § 18-2E-10</u>