



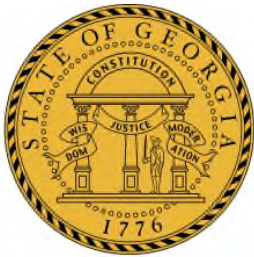
August 26, 2024 Council Meeting

10 a.m. – 2 p.m.

Georgia College & State University

([Link to Meeting Video](#))

GEORGIA
COUNCIL ON LITERACY



**Governor's Office of
Student Achievement**

The State of Literacy in Georgia

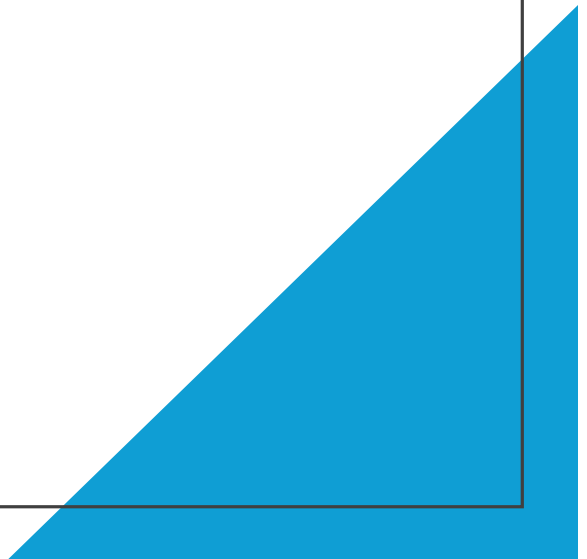
GOSA Policy and Research Team

Monica Flamini, Ph.D.

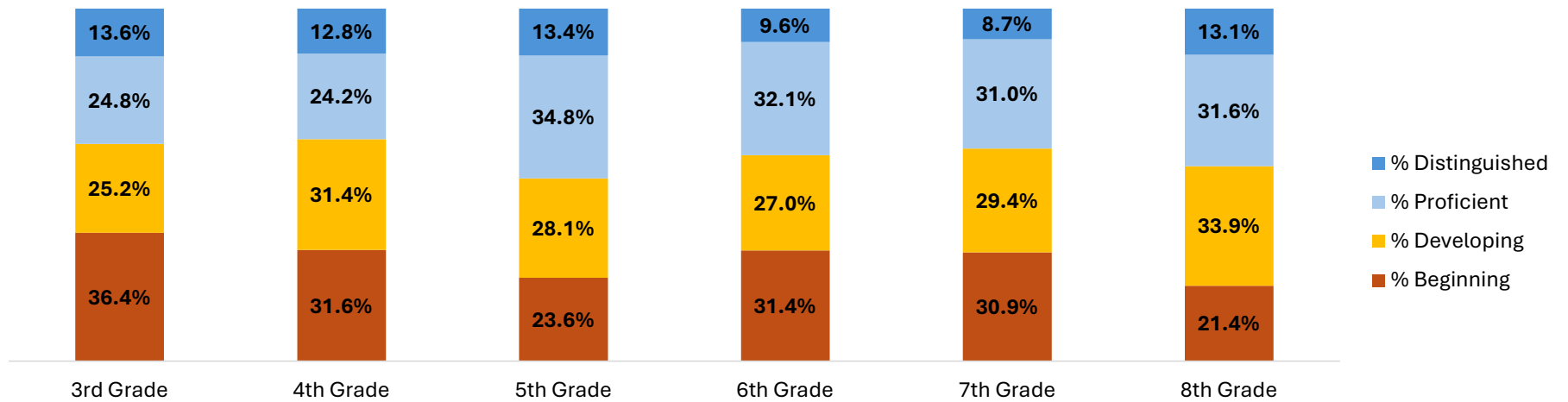
Shuyang Wang, Ph.D.

Presentation Outline

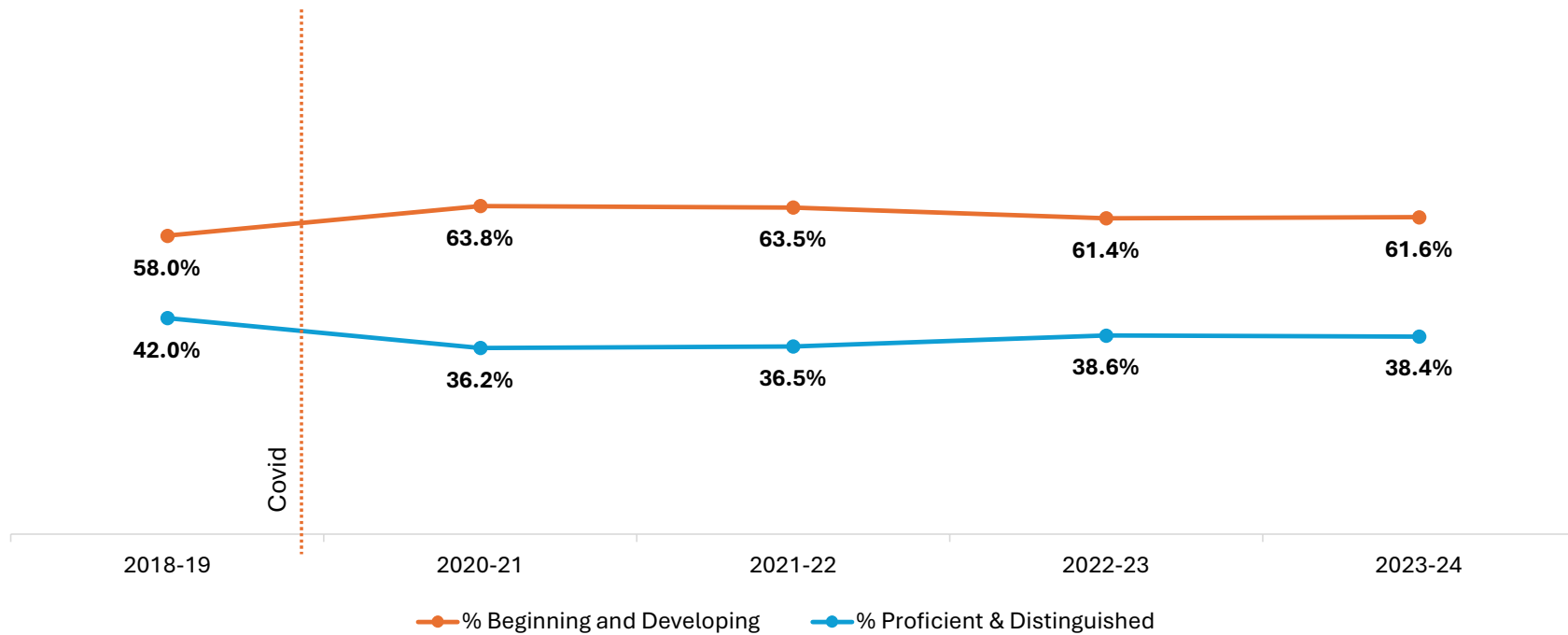
1. ELA Milestone Scores Overview
2. Lexile Scores Overview
3. NAEP Scores Overview
4. Questions



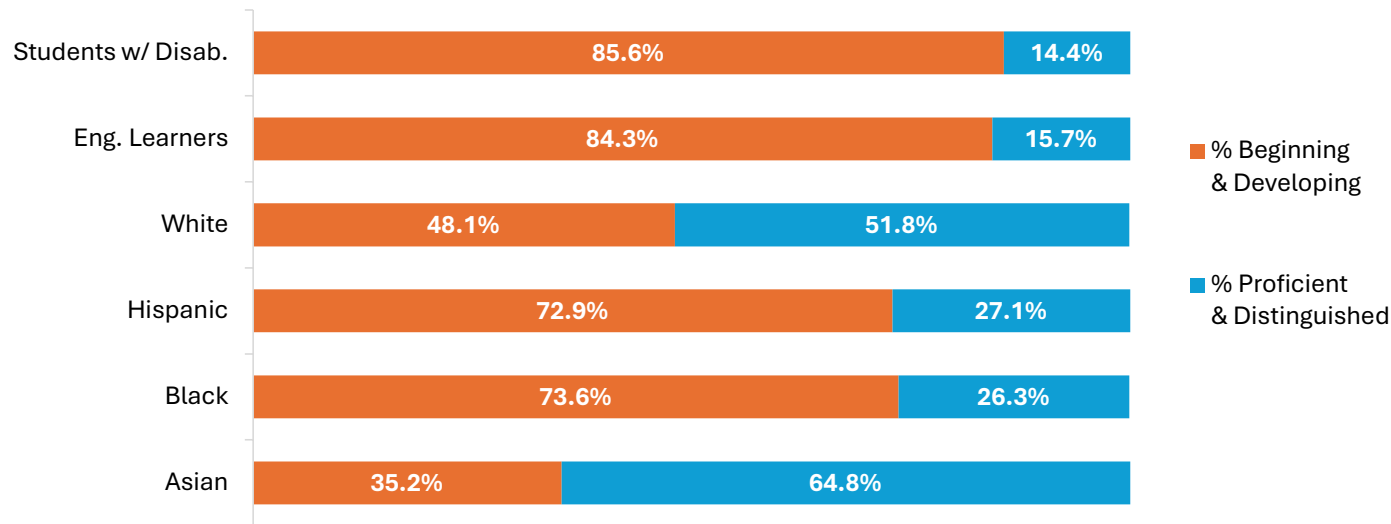
2023-2024 ELA Milestone Scores by Grade Level



3rd Grade ELA Milestone Trends

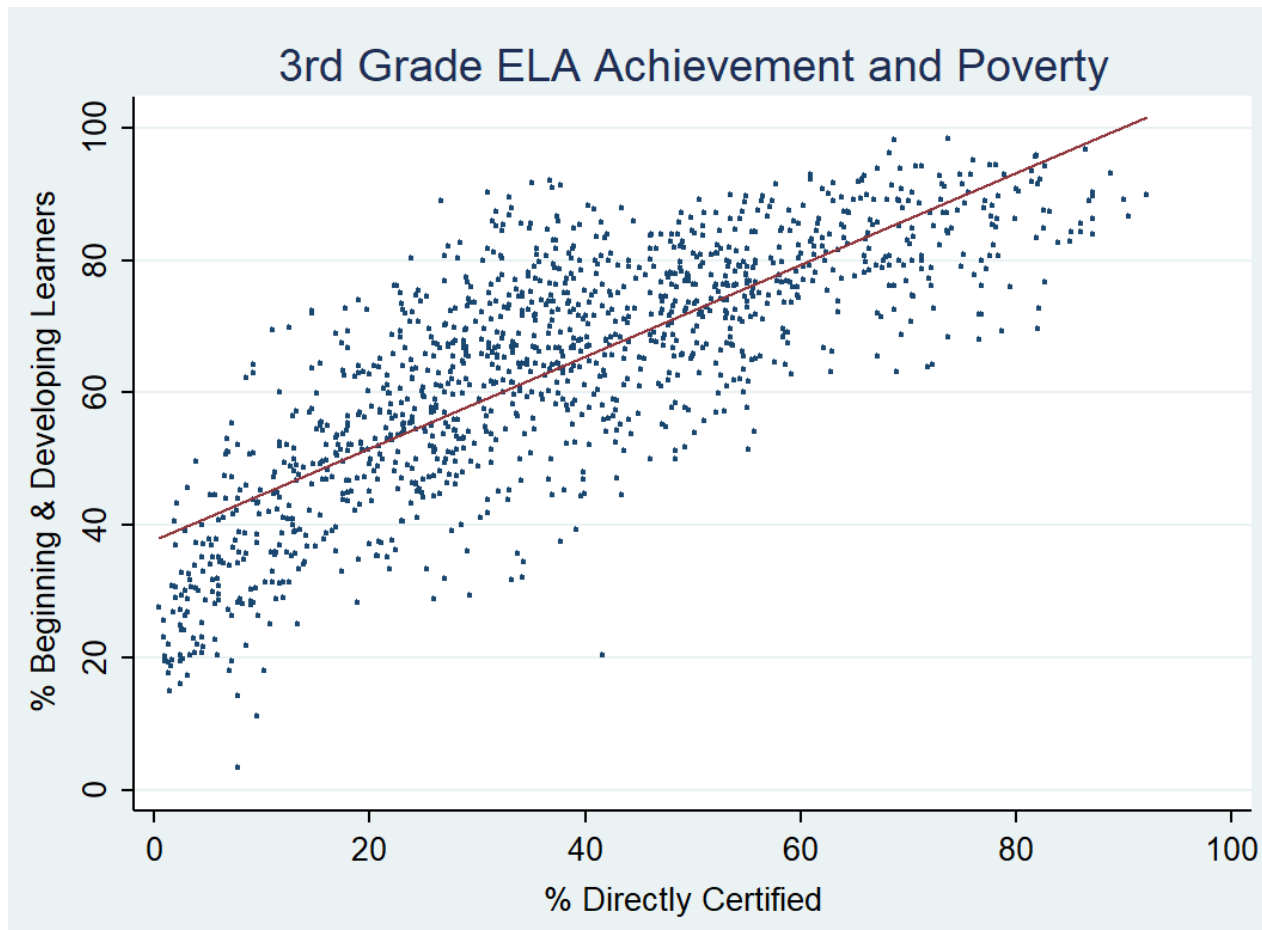


3rd Grade 2023-2024 ELA Milestone Scores by Subgroup

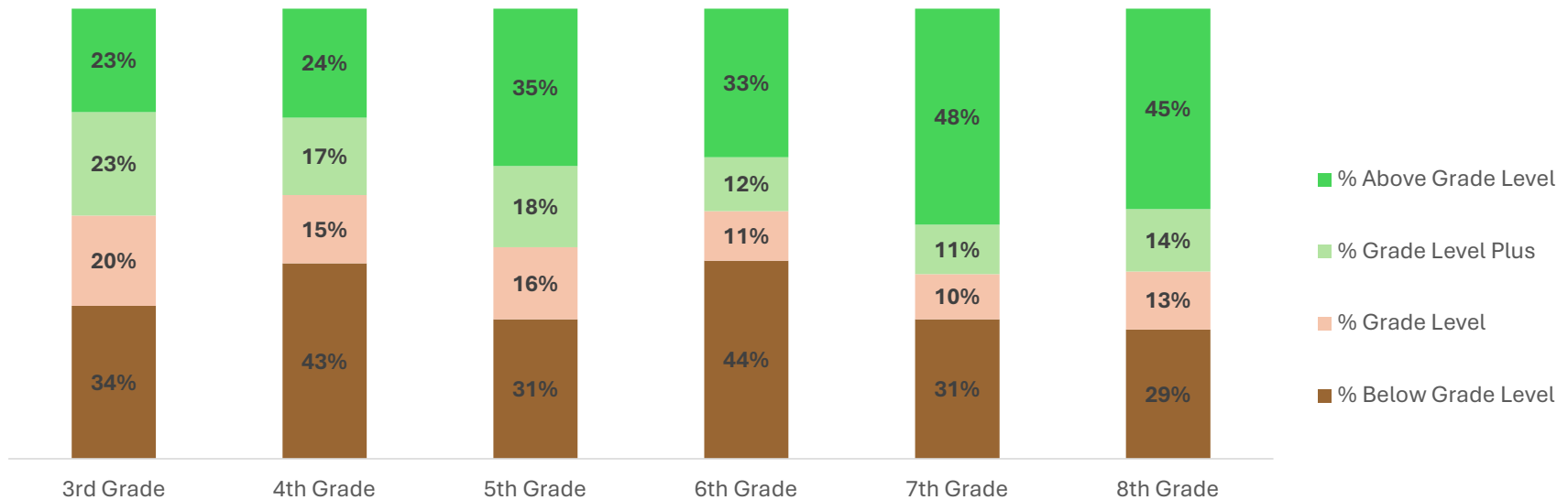


Subgroup	# Tested
SWD	15,819
EL	16,227
White	43,344
Hispanic	24,248
Black	43,092
Asian	6,594

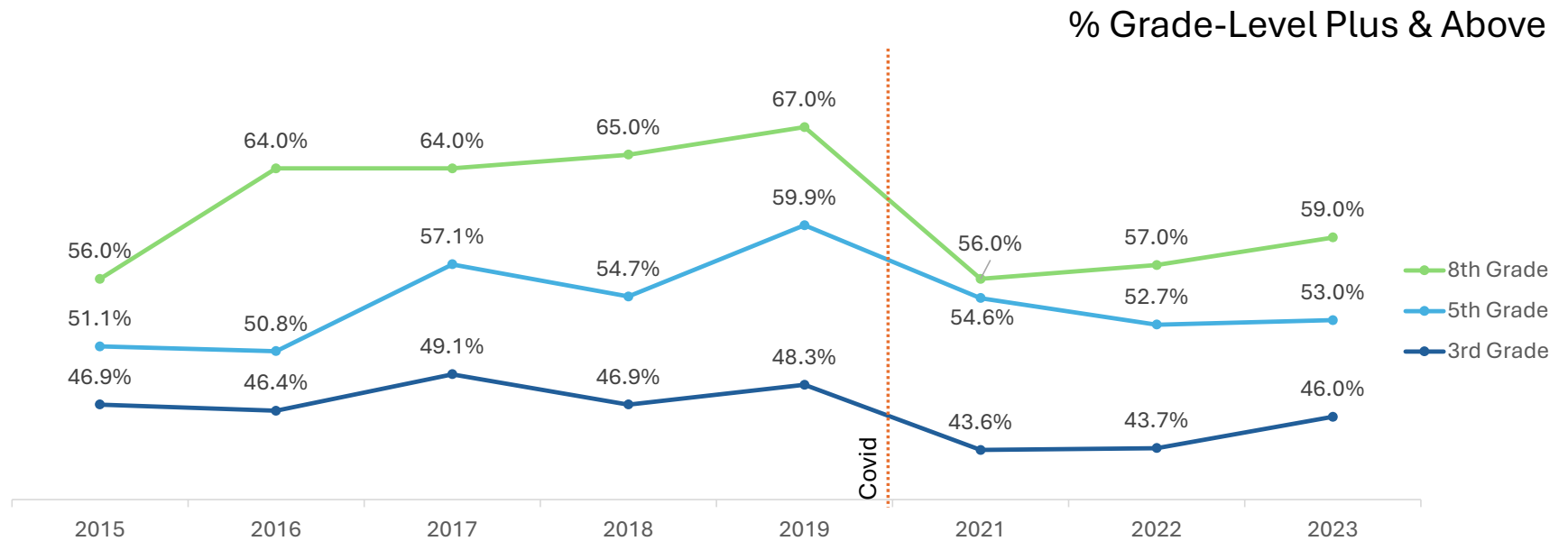
ELA Milestones & Poverty



2023-2024 Lexile Scores by Grade Level

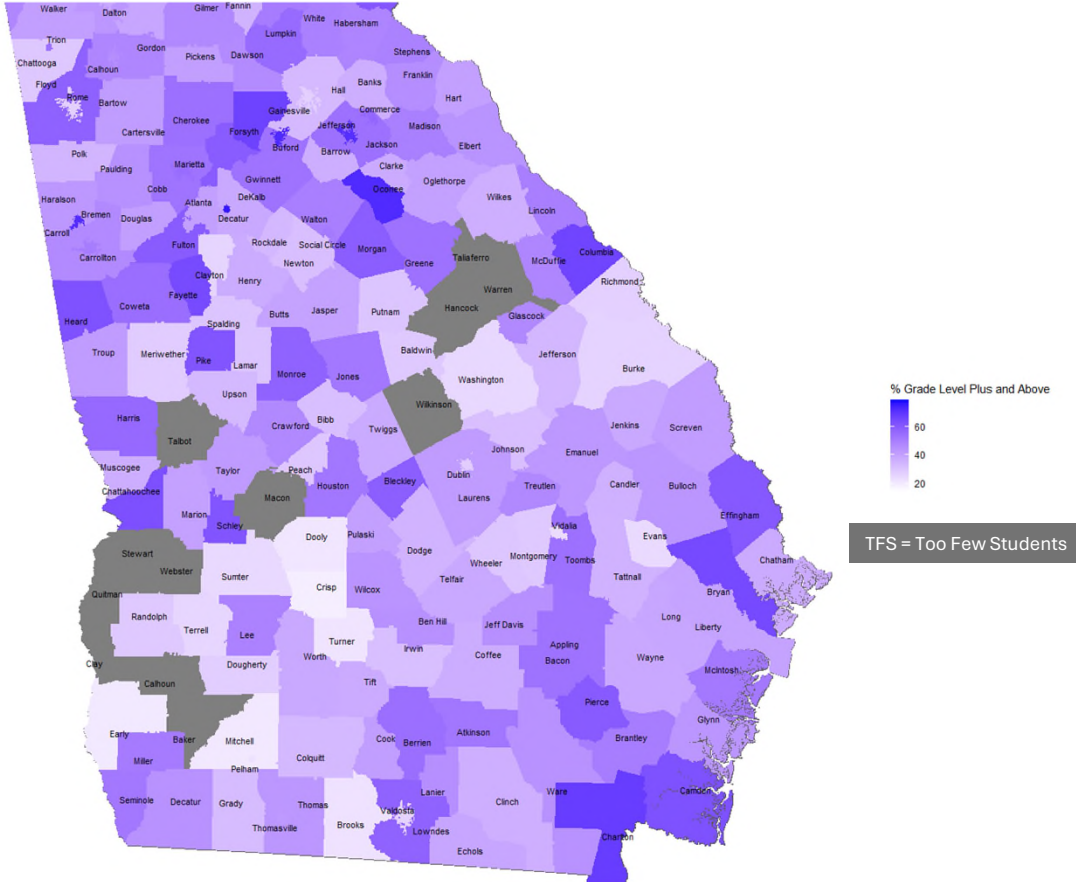


2015-2023 Average Lexile Trends

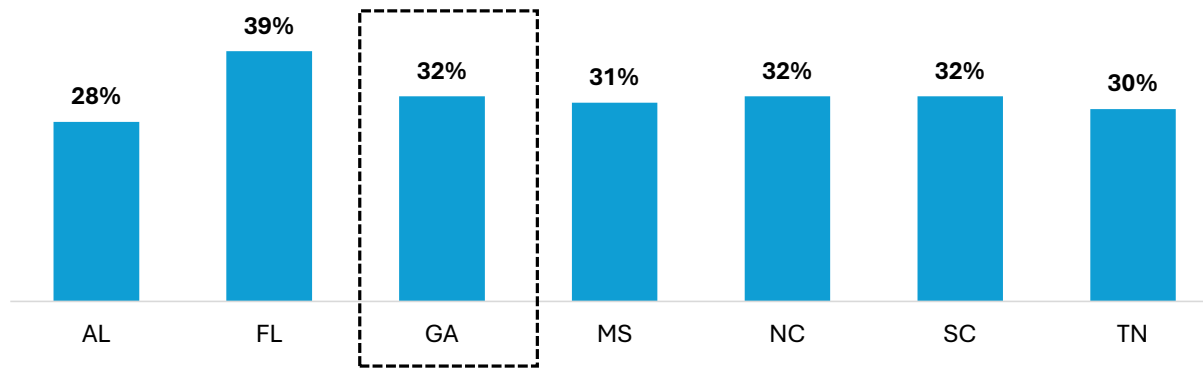


School Districts in Georgia: 3rd Grade Lexile

2022-2023 % Grade-Level
Plus & Above



2022 NAEP Reading Assessment



Source: NAEP

■ % At/Above Proficient (2022)

% Prof. & Above ('22)	% US	% GA
All 4 th Graders	33%	32%
Asian (4 th)	58%	53%
Black (4 th)	17%	21%
Hispanic (4 th)	21%	23%
White (4 th)	42%	43%

State of Literacy in Georgia

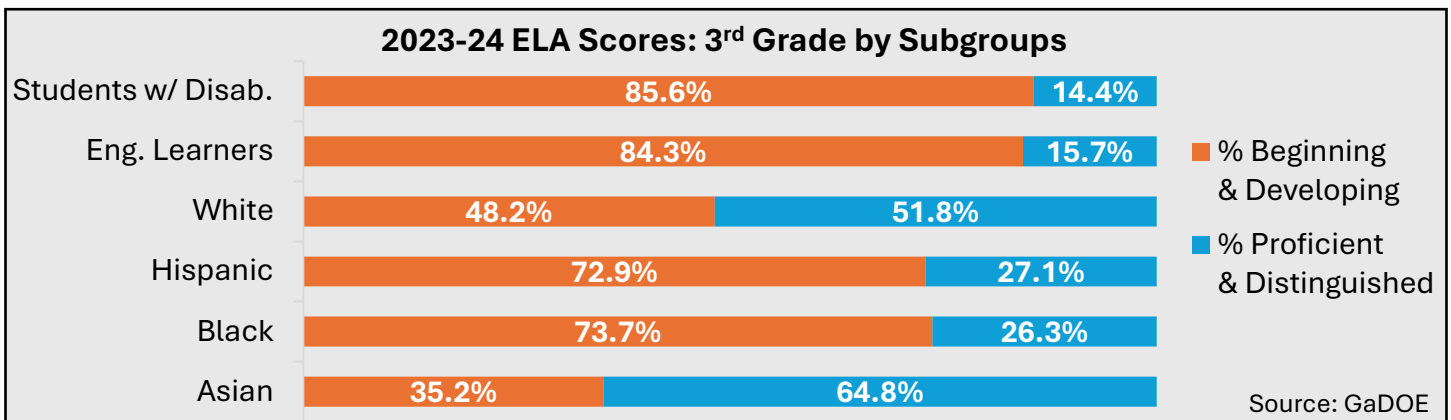
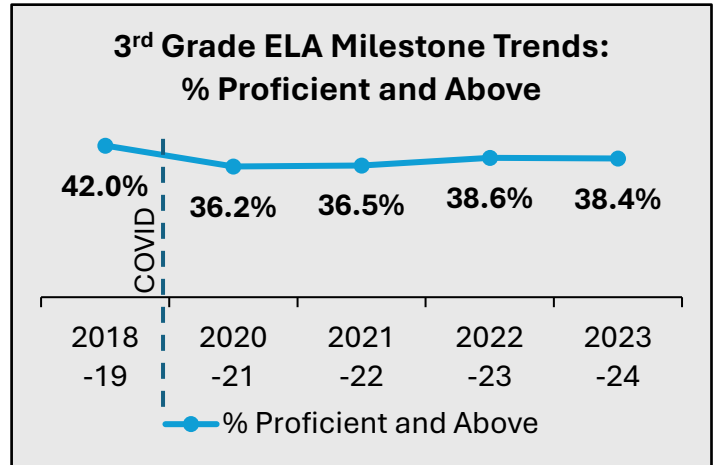
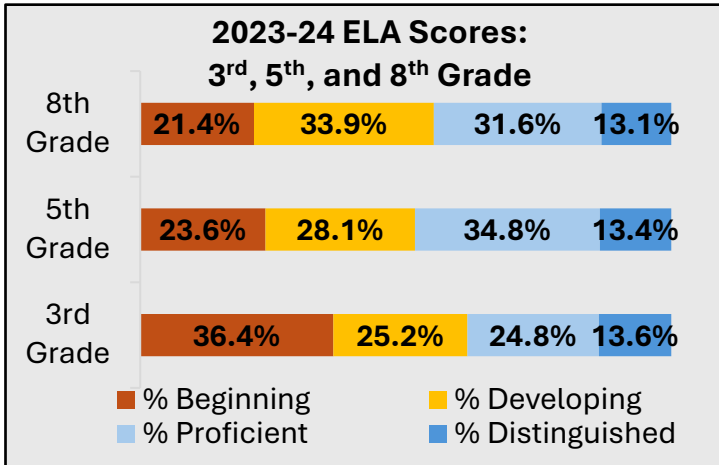


Key Data & Takeaways for Stakeholders

Georgia currently uses the English Language Arts (ELA) Milestone scores and Lexile Framework to measure students' literacy achievement.

ELA Milestones

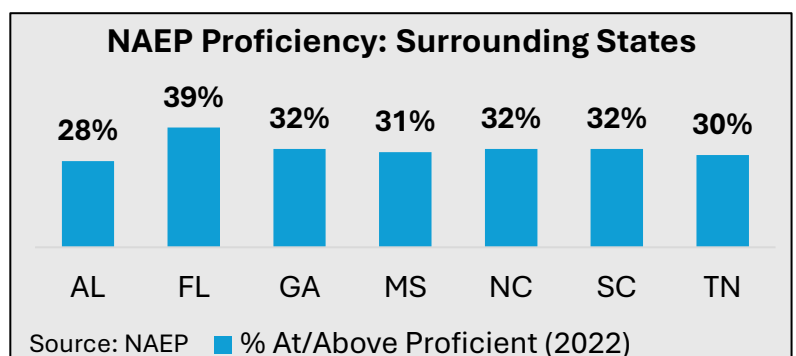
- Administered as either End of Grade (EOG) or End of Course (EOC) assessments.
- ELA EOGs administered to students in grades 3 through 8.
- ELA EOCs administered to students completing the American Literature and Composition course.



National Assessment of Educational Progress (NAEP)

- Reading assessment administered to representative samples of 4th and 8th grade students.
- 2022 reading assessment included literary and informational texts to assess students' reading comprehension skills.
- Average scores are reported on the NAEP reading scale that ranges from 0 to 500.

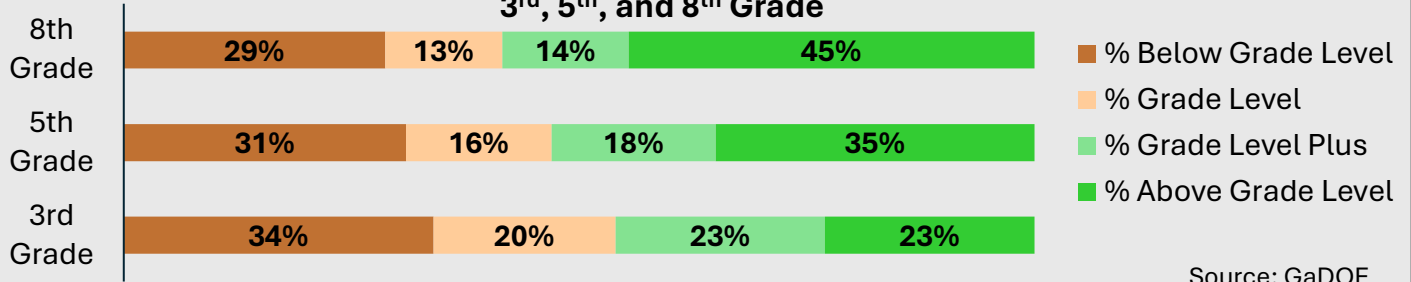
% Prof. & Above ('22)	% US	% GA
All 4 th Graders	33%	32%
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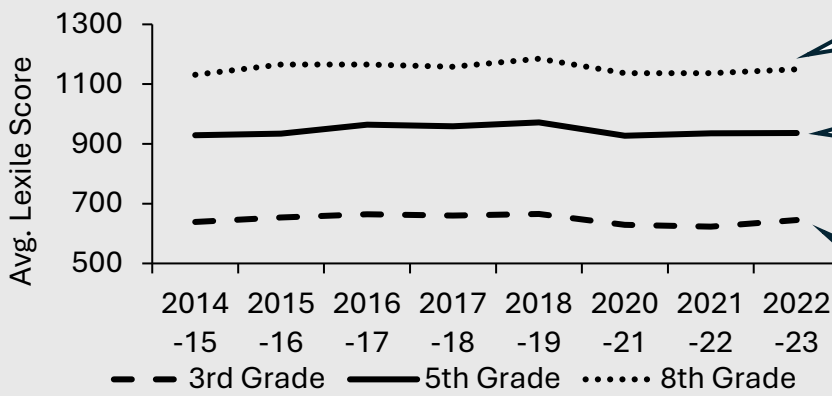
Lexile

- Based on the reading portion of the ELA Milestones Assessment.
- Scores used to match students with reading materials at an appropriate level of difficulty.
- In November 2023, the State Board of Education approved Georgia's State Literacy Metric, which aggregated Lexile achievement into four categories.

2022-23 Lexile Scores: 3rd, 5th, and 8th Grade



3rd, 5th, and 8th Grade Avg. Lexile Trends



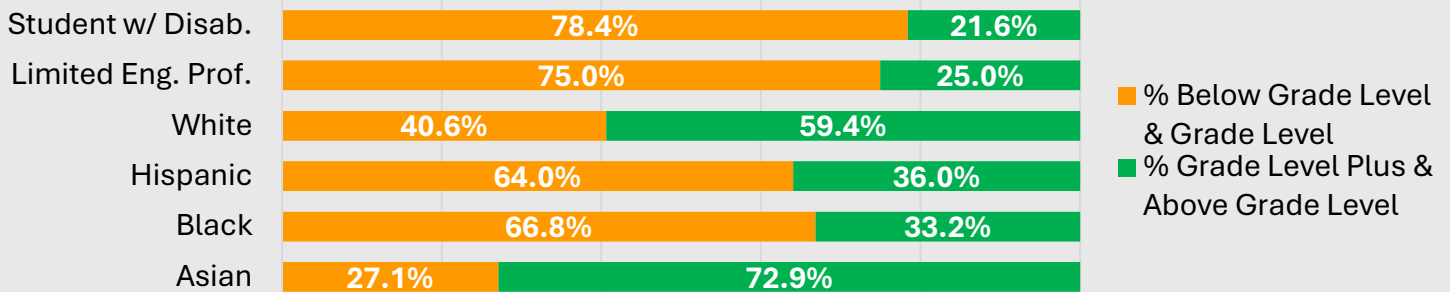
Georgia's average 8th grade Lexile remains below pre-pandemic levels, but scores are trending upward.

Georgia's average 5th grade Lexile score remains below pre-pandemic levels.

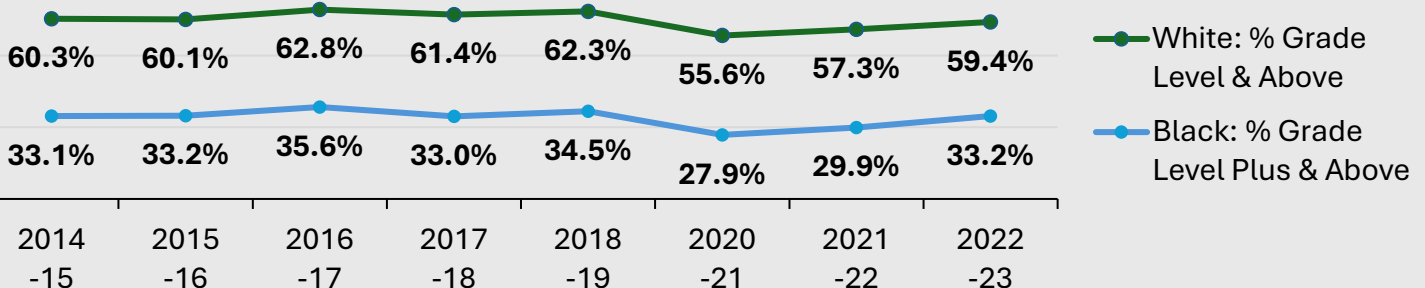
Georgia's average 3rd grade Lexile score has been below Midpoint (670) for nearly a decade.

Source: GAAWARDS

2022-23 Lexile Scores: 3rd Grade by Subgroups



3rd Grade Lexile Score Trends: % Grade Level Plus & Above (Black and White Students)



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**Governor's Office of
Student Achievement**



Building a Sustainable Literacy Culture: Implementing Georgia's Early Literacy Act



Georgia Early Literacy Act

Georgia Early Literacy Act (HB 538): Key Components



Instructional Materials

Universal Screeners

Targeted Interventions

Professional Learning

Teacher Preparation

Georgia Early Literacy Act High-Quality Instructional Materials

January 1, 2024	SBOE shall approve high-quality instructional materials K-3 in reading.
December 1, 2024	LBOEs shall approve high-quality instructional materials in K-3.
December 15, 2024	Each LBOE shall certify to GaDOE its instructional materials .

Georgia Early Literacy Act High-Quality Instructional Materials



● Evident ● Partially Evident ● Not Evident

	Overall	Research Alignment	Explicit, Systematic, Cumulative, and Diagnostic Instruction	Standards Alignment, Assessment Plan, Clear Intersection of Reading and Writing	Phonological and Phonemic Awareness	Phonics and Word Study	Text Reading and Fluency	Vocabulary	Listening Comprehension and Reading Comprehension	Recommendation <small>Note: This recommendation is based on evidence ranking and resource accessibility.</small>
Amplify: Core Knowledge Language Arts	EVIDENT	●	●	●	●	●	●	●	●	Recommend
The Apple Group Connections: OG in 3D	EVIDENT	●	●	●	●	●	●	●	●	Strongly Recommend
Benchmark Advance	EVIDENT	●	●	●	●	●	●	●	●	Strongly Recommend
Benchmark Workshop	EVIDENT	●	●	●	●	●	●	●	●	Strongly Recommend
Collaborative Classroom: Being a Reader	EVIDENT	●	●	●	●	●	●	●	●	Recommend
HMH: Into Reading	EVIDENT	●	●	●	●	●	●	●	●	Strongly Recommend
Imagine Learning: EL Education	EVIDENT	●	●	●	●	●	●	●	●	Recommend

	Overall	Research Alignment	Explicit, Systematic, Cumulative, and Diagnostic Instruction	Standards Alignment, Assessment Plan, Clear Intersection of Reading and Writing	Phonological and Phonemic Awareness	Phonics and Word Study	Text Reading and Fluency	Vocabulary	Listening Comprehension and Reading Comprehension	Recommendation <small>Note: This recommendation is based on evidence ranking and resource accessibility.</small>
McGraw Hill: Open Court	EVIDENT	●	●	●	●	●	●	●	●	Recommend
McGraw Hill: Wonders	EVIDENT	●	●	●	●	●	●	●	●	Strongly Recommend
Open Up Resources: Bookworms K-5 Reading and Writing	EVIDENT	●	●	●	●	●	●	●	●	Recommend
Open Up Resources: EL Education K-5 Reading and Writing	EVIDENT	●	●	●	●	●	●	●	●	Recommend
Savvas: myView Literacy	EVIDENT	●	●	●	●	●	●	●	●	Strongly Recommend



Georgia Early Literacy Act

Universal Screeners and Targeted Interventions

August 1, 2024	GaDOE shall publish a list of approved screeners , including free screener provided by GaDOE.
August 1, 2024	LEAs shall administer screeners three times a year to each student in K-3; with the first administration occurring within 30 days of the beginning of school. For first and second graders, LEAs can substitute one administration of the formative reading assessment.
August 1, 2024	LEAs shall implement tiered reading intervention plans for K-3 students who exhibit a significant reading deficiency on a screener within 30 days of a student being identified; plans shall describe the evidence-based intervention; LEAs can use existing MTSS frameworks and processes.

Universal Screeners – 2024-2025 list

State Board of Education Approved Universal Reading Screener Providers and Free Screener Offered by the Georgia Department of Education

Vendor	Screener
Acadience Learning, Inc. distributed by Lexia Voyager Sopris Inc.	Acadience Reading K – 6
Amplify Education, Inc.	mCLASS
Classworks	Classworks Reading Universal Screener
Curriculum Associates	i-Ready Assessment for Reading
Edmentum	Exact Path Diagnostic Assessment
Houghton Mifflin Harcourt	Amira
Istation	ISIP Reading with RAN and ORF
ISTEEP, LLC	ISTEEP
NWEA	MAP Reading Fluency
Pearson	aimswebPlus
Red-e-Set Grow, LLC	Predictive Assessment of Reading (PAR)
Renaissance Learning	FastBridge
	Star Assessments
<small>The screeners listed above are in alphabetical order by vendor name and were approved by the State Board of Education on February 22, 2024.</small>	
HB 538 (2023) Free Universal Screener: DRC*	Early Years Universal Screener*



* Indicates the free universal reading screener provided by the Georgia Department of Education.



Universal Screeners – Determining Significant Reading Deficiency

The [Georgia Early Literacy Act](#) states that “public schools and local school systems shall implement tiered reading intervention plans for public school students in kindergarten through third grade who at any time during the school year exhibit a significant reading deficiency, as measured by performance on a universal reading screener approved by the board” (HB 538, 2023, Lines 199-203).

Universal Screeners – Cut Scores

Screening Tool	Cut Score Indicating a Significant Reading Deficiency
Acadience Reading K-6	Well Below Benchmark on reading composite score
aimswebPlus	Composite score OR national percentile rank of 25 th percentile or lower
Amira	Below the 25 th percentile
Beacon Early Years and FOLA	Well Below Expectations
Classworks Reading Universal Screener	25 th percentile or lower
Exact Path Diagnostic Assessment	25 th percentile or lower

Screening Tool	Cut Score Indicating a Significant Reading Deficiency
FastBridge	Below the 15 th percentile
i-Ready Assessment for Reading	Below Benchmark
ISIP Reading with RAN and ORF	Level 1 – 20 th percentile or lower
iSTEEP	Below Average
mClass	Well Below Benchmark
MAP Reading Fluency	Below the 10 th percentile
Predictive Assessment of Reading (PAR)	This test flags student scores (composite and subtests) that are below the 30 th percentile.
Star Assessments	Star Early Literacy/Star Reading: Below the 25 th percentile Star CBM: Below the 20 th percentile



Universal Screeners

The Literacy Screener Advisement Group began meeting on August 19, to meet the requirements of SB 464, which will narrow the list of approved screeners to no more than five screeners.

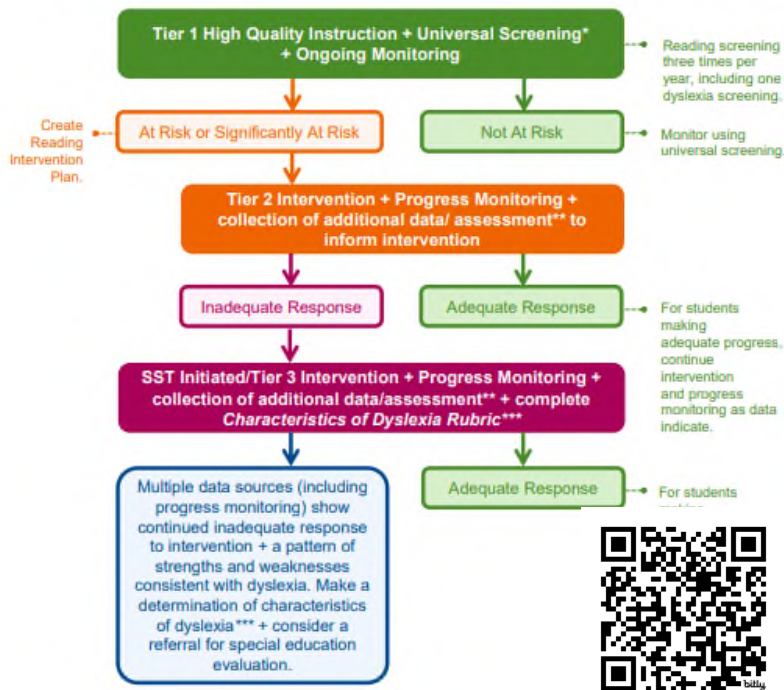
Georgia Early Literacy Act Targeted Interventions



August 2023

Georgia Reading and Dyslexia Screening Process

This flowchart incorporates SB 48 requirements and HB 538 requirements. All components must be implemented with fidelity.



Educating Georgia's Future

Characteristics of Dyslexia Rubric

Student Name		ID Number	
School		Date of Birth	
Grade		Age	


Universal Screening Results

Skills in bold are required; others are recommended.

Skills	Well Below Expectation	Below Expectation	Meets Expectation	Above Expectation	Notes/Explanation (Description of Strengths and Weaknesses):
Phonemic awareness (K-3+)					
Blending (K-1)					
Substituting (K)					
Segmenting (1-3+)					
Manipulating (1-3+)					
Other:					
Phonological awareness (K-3+)					
Phonological memory / nonsense word repetition (K-1)					
Other:					
Sound symbol recognition / Letter-					



Georgia Early Literacy Act Targeted Interventions – Support Plans

TIERED READING SUPPORT PLAN			
Student Name: _____		Grade: _____	Date: _____ District: _____
<i>This document is intended for students who have been identified as having a significant reading deficiency in accordance with the Georgia Reading and Dyslexia Screening Process (Flowchart), the Georgia Early Literacy Act (H.B. 538), and LEA determination.</i>			
INTERVENTION INFORMATION			
Skill(s) targeted by intervention: <input type="checkbox"/> Phonemic awareness <input type="checkbox"/> Phonics/Decoding <input type="checkbox"/> Vocabulary/Oral Language <input type="checkbox"/> Fluency <input type="checkbox"/> Comprehension <input type="checkbox"/> Encoding <input type="checkbox"/> Other: _____ Additional details (if applicable): _____	Describe evidence-based intervention practices utilized: _____	Describe how progress will be monitored (e.g., tools, skills, measurable goals): _____ Additional details, if any: _____	
INTERVENTION START DATE	FREQUENCY	SESSION DURATION	GROUP SIZE
_____	_____ DAYS PER WEEK	_____ M	_____
Progress monitoring frequency: (Select one) _____			_____
Additional details, if any: _____			_____
INTERVENTION INFORMATION			
Skill(s) targeted by intervention: <input type="checkbox"/> Phonemic awareness <input type="checkbox"/> Phonics/Decoding <input type="checkbox"/> Vocabulary/Oral Language <input type="checkbox"/> Fluency <input type="checkbox"/> Comprehension <input type="checkbox"/> Encoding <input type="checkbox"/> Other: _____ Additional details (if applicable): _____	Describe evidence-based intervention practices utilized: _____	Describe how progress will be monitored (e.g., tools, skills, measurable goals): _____ Additional details, if any: _____	



Educating Georgia's Future

Parent Resources

SUPPORTING YOUR CHILD'S READING DEVELOPMENT

Literacy

- [Let's Learn GA! Scarborough's Reading Rope – Literacy Short](#)
 This video explains how reading depends on a number of different skills that together lead to proficient and precise reading, characterized by fluent expression and robust comprehension.
- [Reading 101: A Guide for Parents](#)
 It's not an easy thing, learning to read and write. Discover what it takes to build important literacy skills, and how you can help your children grow as readers, writers, and thinkers.
- [Put Reading First: Helping Your Child Learn to Read](#)
 This document describes what a quality reading program should look like in school and how you can support that program through activities at home.
- [Alaska's Reading Playbook: A Practical Guide for Teaching](#)
 This document combines decades of nationwide research on real examples and resources developed by educators. It defines and evidence-based strategies for five elements of reading instruction: awareness, phonics, fluency, vocabulary, and comprehension.



Dyslexia

- [Georgia Dyslexia Informational Handbook \(rev. Jan 2022\)](#)
 This informational handbook provides educators with information related to dyslexia, reading, and language disorders and how they interact, as well as professional development resources.
- [Dyslexia Resource Guide for Georgia Families](#)
 This document describes what dyslexia is, what families can expect from Georgia...



Georgia Early Literacy Act Professional Learning

<p>July 1, 2025</p>	<p>LEAs will ensure all K-3 teachers complete a state-approved literacy training program.</p> <ul style="list-style-type: none"> • <i>Georgia Literacy Academy – Partnership with the Rollins Center for Language and Literacy</i> • <i>Independent programs accredited by the International Dyslexia Association</i> • <i>GaPSC Reading or Dyslexia Endorsements</i>
	<p>LEAs shall provide instructional support for K-3 teachers; if LEA cannot fund these supports, then GaDOE will provide the LEA guidance on using federal and other funding sources.</p> <ul style="list-style-type: none"> • <i>Onsite teacher training in science of reading, structured literacy, foundational literacy skills, and evidence-based decision making</i> • <i>Demonstrated lessons</i> • <i>Prompt feedback on improving instruction</i>





Rollins Center
for Language & Literacy

COX Campus
www.coxcampus.org

A Program of the Atlanta Speech School

Oral Language is the Foundation for Literacy	4 hours
Early Literacy: Print Awareness, Phonological Awareness, and Alphabet Knowledge	2.5 hours
Systematic and Explicit Phonics Instruction	2 hours
Meaningful Read Alouds for Vocabulary and Oral Language Comprehension	2 hours
Vocabulary Instruction	4 hours
Reading Fluency	2.5 hours
Reading Comprehension	4 hours
Teaching Writing to K-3	1.5 hours
Response to Intervention	1.5 hours
Data Driven Instruction	3 hours

Georgia Literacy Academy



Georgia Department of Education

Georgia Learns

Assigning and Monitoring Courses in the Georgia Literacy Academy

- [Profile Manager – Assigner Rollout](#) – Click this link to learn how to be set up to assign and monitor courses. Note, your district superuser will have to help with this.
- [Assign Courses and Course Status Report User Guide](#) – Click this link to assign courses and monitor course status.
- [Assign Courses Demo Video](#) – Click this link to view a video that shows how to assign courses.

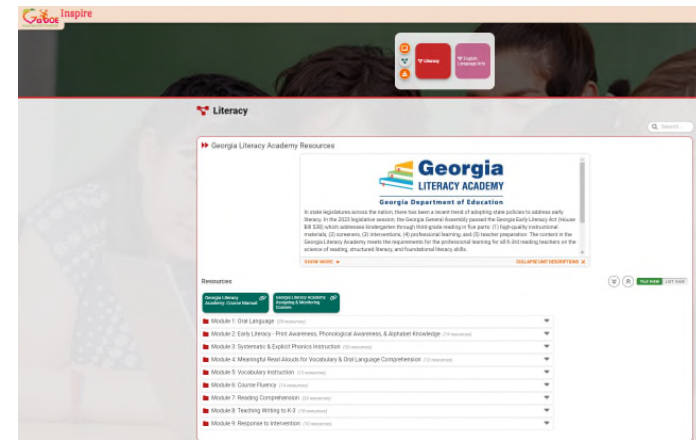


Georgia Department of Education

Georgia Literacy Academy Courses



November 2023



Reporting Requirements (HB 538 and SB 48)

- Required reporting for HB 538 and SB 48 will be in a GaDOE Portal application.
- Superintendents and superintendent designees will have access to these reporting features.
- We will communicate when this application opens through Right Now Resources and the weekly Superintendents' Digest.
- Instructions with screenshots will be provided.

Reporting Requirements (HB 538)

The screenshot shows the Georgia Early Literacy reporting interface. At the top left is the GaDOE logo and the text "Georgia Early Literacy". The interface includes a "School Year" dropdown menu set to "2024 - 2025" and an "LEA" dropdown menu set to "Dundee District". A "User logged in as" box shows "Superintendent: Donna Adams". Below these are four tabs: "Universal Screening", "Instructional Materials", "Dyslexia Law", and "Professional Learning". A "Last day of submission" section has three date options: "1-Oct-24", "1-Feb-25", and "1-Jun-25". The main form area contains a "District universal screener" dropdown set to "Amira" and three "Please Select" dropdowns. Below these are five rows of data entry fields for reading deficiency percentages for kindergarten, first grade, second grade, and third grade students. At the bottom are "Save" and "Submit" buttons, and a note: "Each form has a save and submit button to save the data on each screening form."

Annotations in the image include:

- Dropdown list of School Year (pointing to the School Year dropdown)
- User logged in as (pointing to the Superintendent: Donna Adams box)
- Disable box - Pre-selected LEA School System (pointing to the LEA dropdown)
- Superintendent: Donna Adams (text in the user box)
- Universal Screening (text in the first tab)
- Instructional Materials (text in the second tab)
- Dyslexia Law (text in the third tab)
- Professional Learning (text in the fourth tab)
- Tabs to different screening forms (pointing to the tabs)
- Last day of submission (text above the date options)
- 1-Oct-24 (text in the first date option)
- 1-Feb-25 (text in the second date option)
- 1-Jun-25 (text in the third date option)
- Save (text in the first button)
- Submit (text in the second button)
- Each form has a save and submit button to save the data on each screening form. (text in the bottom note)

Reporting Requirements (HB 538)



School Year: 2024 - 2025 LEA: Dundee District Superintendent: Donna Adams

Universal Screening **Instructional Materials** Dyslexia Law Professional Learning

December 15, 2024 (August 1 each year there after)

District adopted an approved core program Please Select

District adopted a supplemental bundle. The supplemental bundle includes:

Save Submit



Reporting Requirements (SB 48)



School Year: 2024 - 2025 LEA: Dundee District Superintendent: Donna Adams

Universal Screening Instructional Materials **Dyslexia Law** Professional Learning

30-Jun-25

The number of students in kindergarten through grade 3 who were identified as having characteristics of Dyslexia	<input type="text"/>
The number of students in kindergarten through grade 3 who participate in additional screening for characteristics of Dyslexia in a school year	<input type="text"/>
The number of students in kindergarten through grade 3 who were newly identified as having characteristics of Dyslexia in a school year	<input type="text"/>
The process or tool used to evaluate student progress	<input type="text"/>
The number of students in kindergarten through grade 3 who participated in interventions	<input type="text"/>
The number of trained LEA personnel or licensed professionals used to administer the Qualified Dyslexia Screening Tool	<input type="text"/>

Save Submit



Reporting Requirements (HB 538)



School Year: 2024 - 2025 LEA: Dundee District Superintendent: Donna Adams

Universal Screening Instructional Materials Dyslexia Law Professional Learning

	1-Jul-25
% of K-3 teachers fully trained in a state approved literacy training program.	<input type="text"/>
% of K-3 teachers in process of completing a state approved literacy training program.	<input type="text"/>
Number of teachers trained in (or in process) the Georgia Literacy Academy.	<input type="text"/>
Number of teachers trained in (or in process) in a program accredited by the International Dyslexia Association.	<input type="text"/>
Number of teachers with a GaPSC Dyslexia Endorsement.	<input type="text"/>
Number of teachers with a GaPSC Reading Endorsement.	<input type="text"/>

Save Submit



Aligning Literacy Policy and Practices

- Detailed guidance provided to districts since the onset of the Georgia Early Literacy Act being signed into law
- Unpacks all requirements, expectations, and deadlines
- Connects multiple state literacy policies and programs
- Positive feedback received nationally as well as from educators and literacy advocates

Aligning State Literacy Policies & Practices

Connecting the Georgia Early Literacy Act (HB 538), Georgia's K-12 English Language Arts Standards, Georgia's Early Intervention Program (EIP) and Georgia's Dyslexia Efforts (SB 48)



Contact Information

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Office of Teaching and Learning

Cell Phone: 229-449-3622

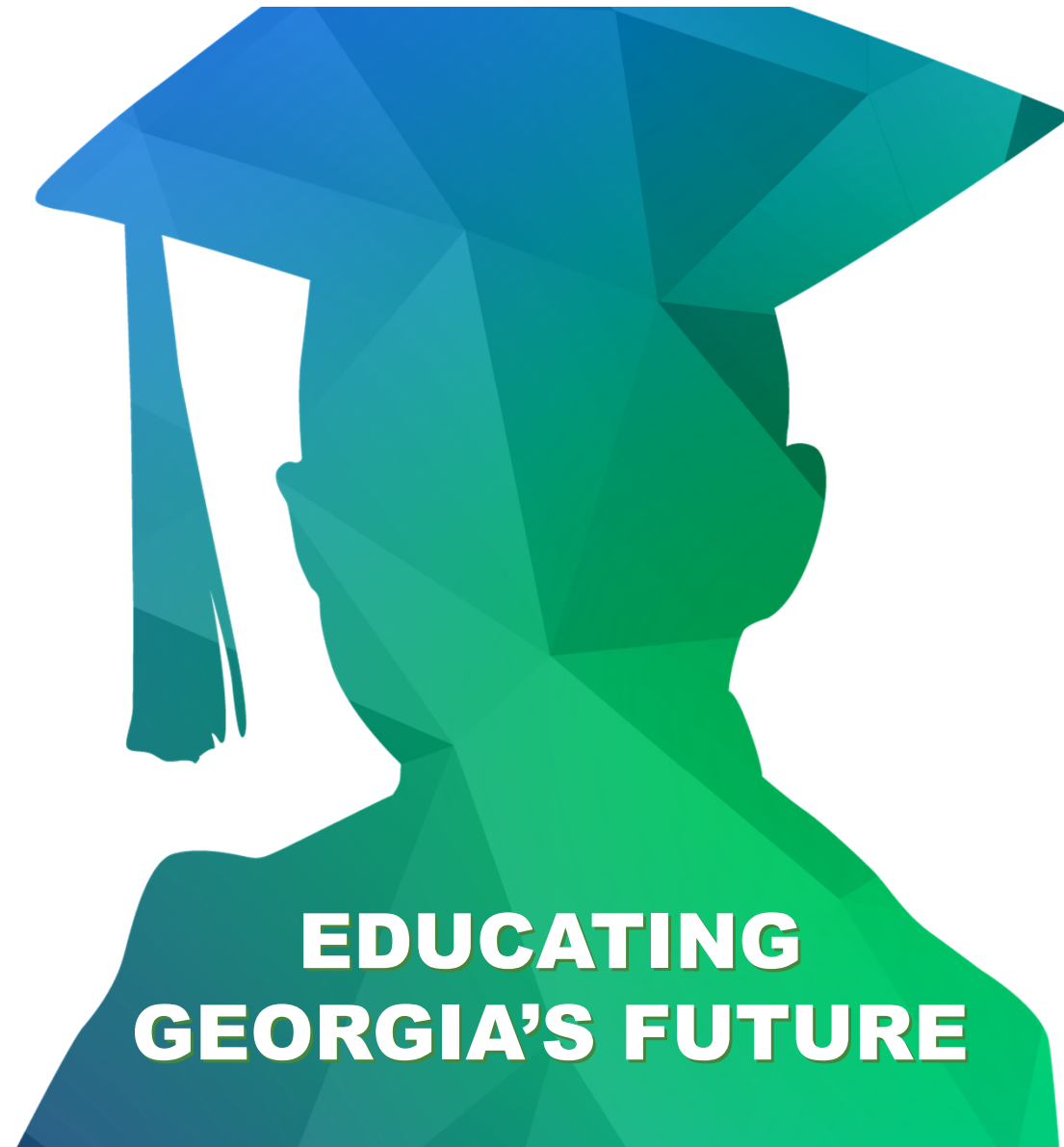
amy.denty@doe.k12.ga.us



www.gadoe.org

   @georgiadeptofed

 youtube.com/user/GaDOEmedia





Birth-Grade 3 Literacy Rates

Sid Prasanna, Blaise Maddox, Ellie Vachtsevanos

August 26, 2024

Topics Covered



1.) Policy Issue



2.) Data & Research



3.) Causes



4.) Other States' Solutions



5.) Testing & Validation



6.) Top Solutions



7.) Final Recommendations

Policy Issue

- High K-3 illiteracy rates in the state of Georgia
 - More than one-third of Georgia third-graders – 34.1% – are reading below grade level, according to the 2023 Georgia Milestones
 - However, this does not include proficiency, as 68% of fourth-graders in Georgia do not read proficiently
- This problem starts as early as birth
- Ages birth to four is a crucial period for development to prepare for grades K-3

Data & Research

About 2.5 million individuals in Georgia struggle to read proficiently (World Population Review, 2024).

Adults with low literacy cost Georgia **\$1.26B** in social services and lost tax revenue annually (Deloitte)

- a.) **\$356M** Uninsured Costs (Kaiser; Modern Healthcare)
- b.) **\$52M** Public Assistance e.g., SNAP
- c.) **\$818M** Prison Population Costs
- d.) **\$29M** Unemployment Lost Tax Revenue

Causes

Lack of Attention to Reading

Only **47.8%** of children from birth to five years old are read to every day by their family members.

Lack of Proper Resources

In low-income neighborhoods, the ratio is **1** age-appropriate book for every **300** children.

Generational Illiteracy

Children whose parents have low literacy levels have a **72%** chance of being at the lowest reading level.

Teacher Turnover

About **114,000** teachers leave their position nationally compared with the previous school year.

Lack of Structured Literacy

72% of teachers report that balanced literacy is the instructional method they use.

Pandemic

4.1 additional months of instruction needed for a student to catch up to pre-COVID reading levels.

Other States' Solutions



Mississippi

Statewide Science of Reading Techniques within K-3 Curriculum



Tennessee

Required License in Foundational Literacy for Teachers to Teach K-5



North Carolina

Ensure all third-grade students were proficient in reading before fourth grade



Indiana

Utilized IREAD-3 exams to identify second graders who needed extra support

Testing & Validation - Richard Woods

- **Superintendent, Georgia Department of Education**
- Engage directly within communities by setting up programs in public events and through healthcare outlets
- Have all K-5 teachers take core curriculum regarding effective teaching methods and the Science of Reading
- Academic programs in child care and day care centers
- Expansion of Georgia Pre-K Program



Testing & Validation - Kathy Whitney

- **Teacher at Savannah-Chatham District**
- Science of Reading Highly Effective
- Remnants of Balanced Literacy Not Being Replaced
- Need more resources in addition to curriculum changes (Decodable Books vs Leveled Text)
- Technology needs to be used for more creative work



Testing & Validation - John Zoccola

- **Director of Education at Non-Profit Organization ReadWithMalcolm**
- Important to Increase Exposure to Reading at Early Age
- Need to Show Parents the Importance of Early Literacy
- CEO and Ex-NFL Player Malcolm Mitchell gets NFL Players to Log Videos for Kids Encouraging them to read
- **Reading Camp: “Training Camp for Reading”**



Testing & Validation - David Chastain

- **David Chastain - Cobb County School Board Member**
 - Promote the benefits of kindergarten and encourage parents/guardians to focus on basic reading skills
 - Provide grants for community organizations to host programs
 - Partner with local doctor's offices to do reading check-ups and provide information to parents





Testing and Validation: Others Contacted

- Cindy Reedy - Children Read, Inc.
- Brandy Tolbert - Literacy Alliance
- Aretta Baldon - Atlanta Board of Education Member
- Mindy Binderman - GEEARS: Georgia Early Education Alliance for Ready Students
- Arianne Weldon - Get Georgia Reading

Top Solutions

College Curriculum

Require early education teachers to complete subject area competence exams

Family Literacy

Educate parents in addition to students to cultivate a more positive reading environment

Mandating Kindergarten

Make it mandatory for all students to attend

Increase Access to Technology

Bridge gap between higher-income and lower-income schools

Public Broadcast

Articulate the importance of talking to and reading with your children

Early Intervention

Comprehensive screening techniques for early detection and tailored support for students

Final Recommendation: Ages Birth-4

- Expansion of Georgia Pre-K Program
 - **73,000** of four year olds attend Georgia's Pre-K Program, which only equates to **54%** of the four year olds within Georgia
 - Include all 4-year olds
 - Expand to offer program to all 3-year olds
 - Revise current program's waitlist
 - Over **3,000** students were not able to attend the program in 2023 alone
 - **\$14 million** was allocated for Pre-K classroom operations, according to the 2024 Georgia Budget
 - Increase Pre-K budget



Final Recommendation: Grades K-3

Mandatory Science of Reading (Structured Literacy) Training for all teachers in the State of Georgia

- Focus on reading, phonological awareness, phonics and word recognition, fluency, vocabulary and oral language comprehension, and text comprehension



Thank You!



Georgia Department of Education Literacy Coaching Support for Comprehensive School Improvement

Dr. Nik Philmon
State Literacy Coaching Coordinator

Why were Structured Literacy Coach positions created?

Georgia Early Literacy Act (HB 538): Key Components



Instructional Materials

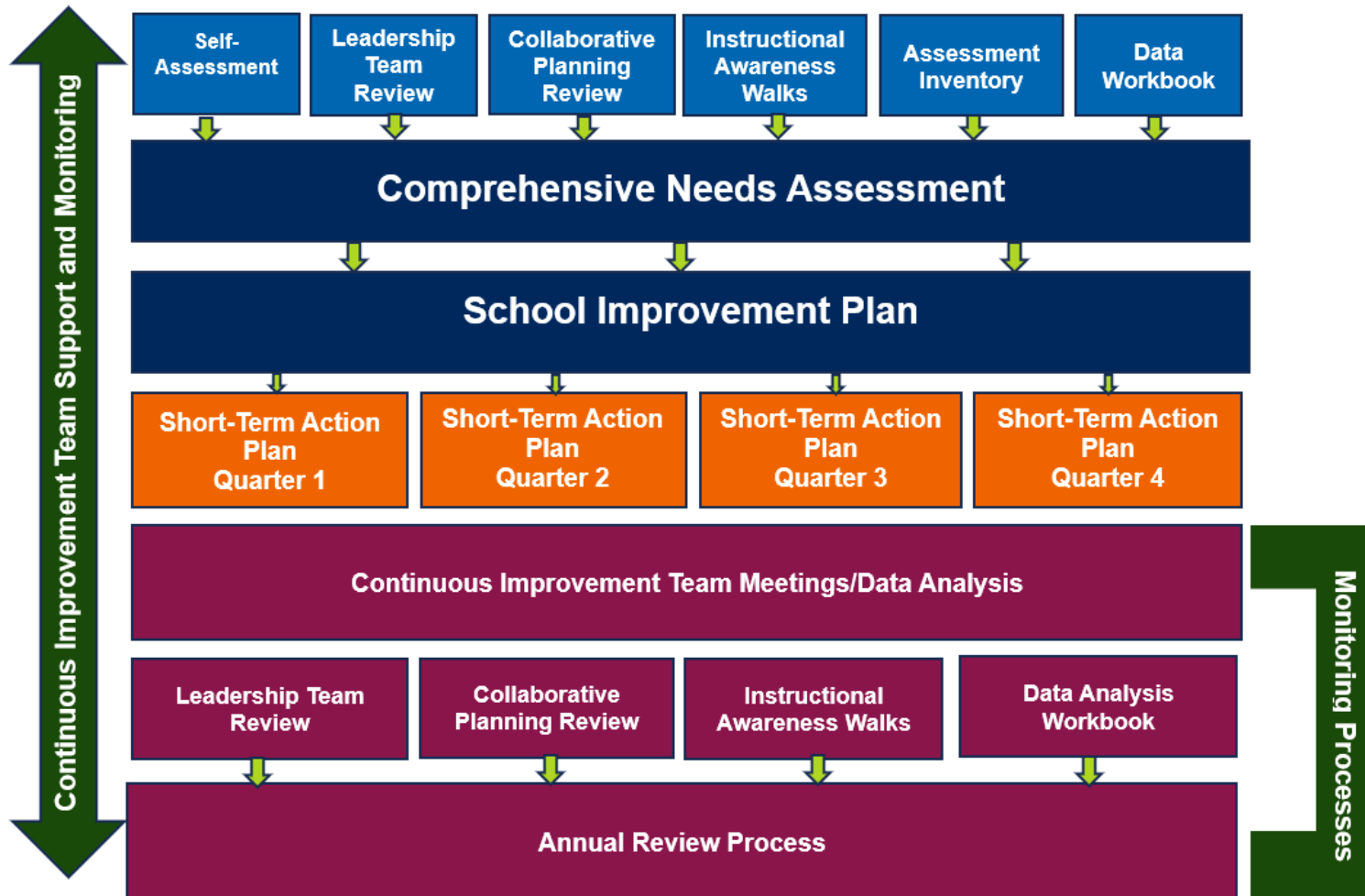
Universal Screeners

Targeted Interventions

Professional Learning

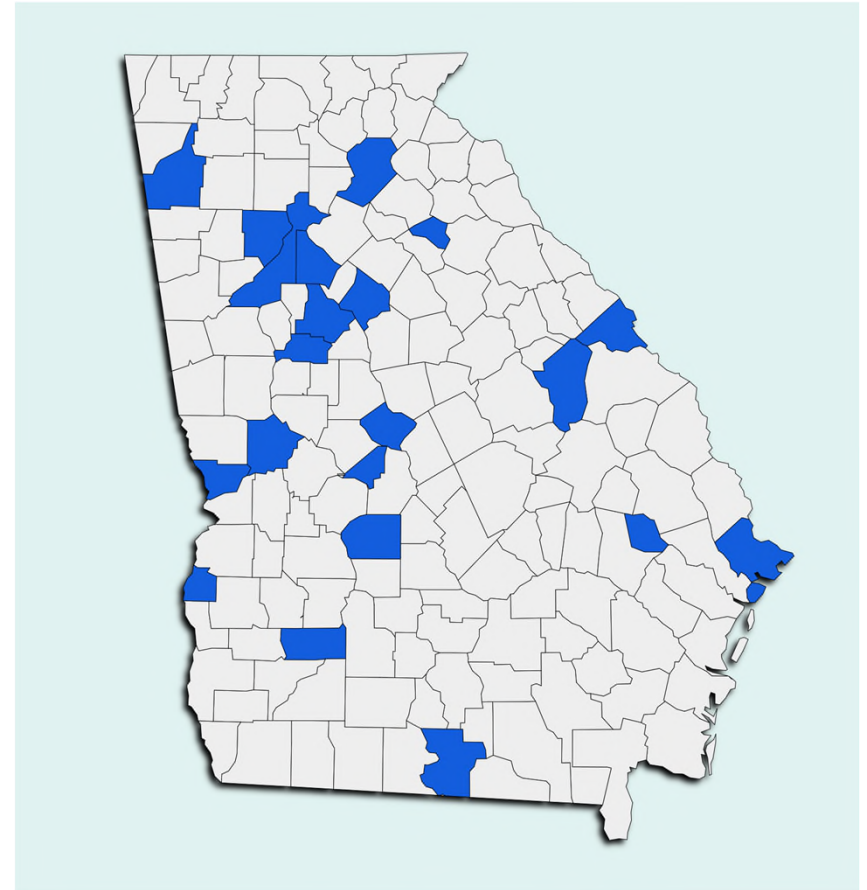
Teacher Preparation

School-Level Process for Improvement



60 Federally Funded Positions

- 22 Districts + 2 State Schools
- Traditional and charter schools
- GaDOE job description
- School-based district employees
- 1st year coaches to 14-year veterans
- Diverse career backgrounds: teachers, coaches, mentors, APs
- Various literacy training: LETRS, Georgia Literacy Academy/Cox Campus, Dyslexia/Reading Endorsement
- Various coaching training: Sweeney, Knight, Teacher Support/Coaching Endorsement



What areas do the Structured Literacy Coaches support?

Georgia Early Literacy Act (HB 538, 2023)

Science of reading means the body of research that identifies evidence based approaches of explicitly and systematically teaching students to read, including foundational literacy skills that enable students to develop reading skills required to meet state standards in literacy. (Lines 73-76)

Structured literacy means an evidence-based approach to teaching oral and written language aligned to the science of reading founded on the science of how children learn to read and characterized by explicit, systematic, cumulative, and diagnostic instruction in phonology, sound-symbol association, syllable instruction, morphology, syntax, and semantics. (Lines 81-85)

Foundational literacy skills means phonological awareness, phonemic awareness, phonics, fluency, vocabulary, reading comprehension, spelling, oral language, and the intersection of reading and writing. (Lines 62-64)

Linking Research to Practice

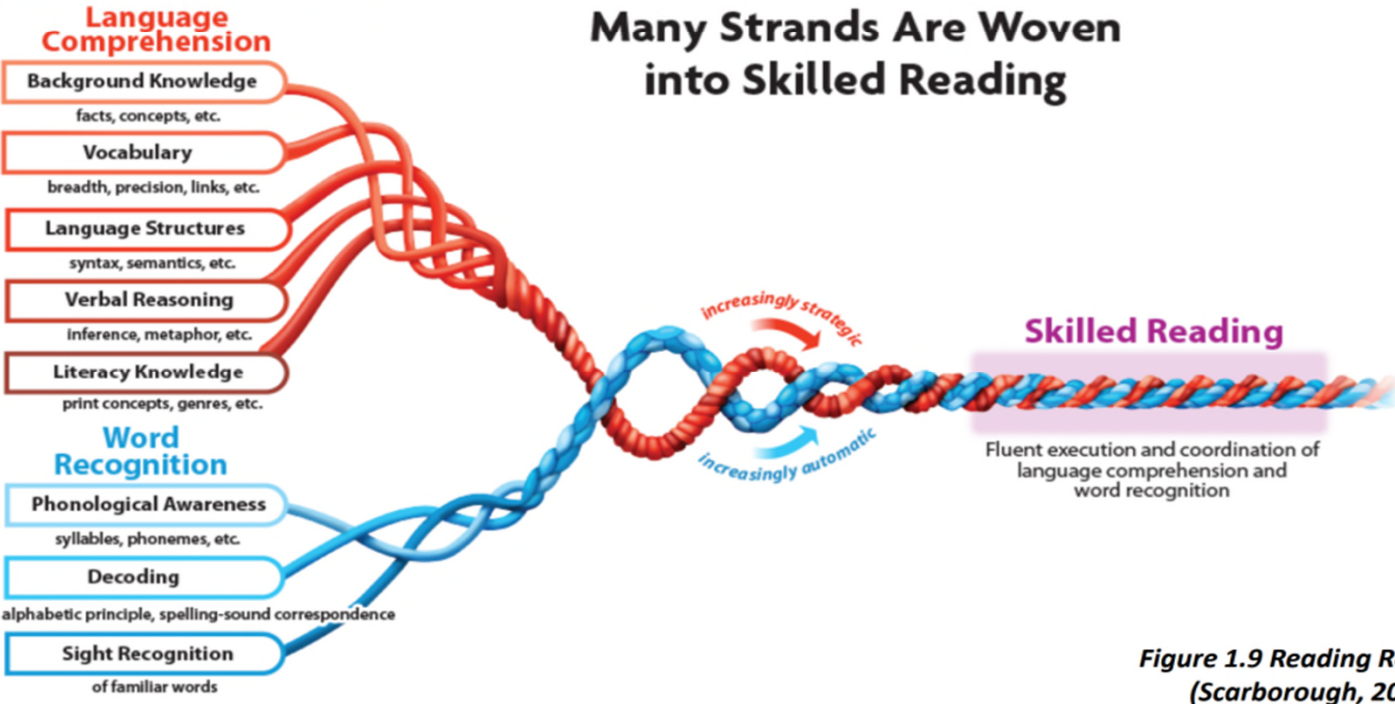


Figure 1.9 Reading Rope (Scarborough, 2001)



How do Structured Literacy Coaches fit into existing systems of support?

Evaluation and Supervision

As a School-based Employee...

- Principal is direct supervisor and evaluator
- Evaluated using existing school/district process for other instructional coaches
- Participate in all school/district professional learning and support provided to coaches in similar roles
- Share the impact of coaching through intentional, ongoing reports of work and student outcomes during leadership/CIT meetings

Coaching Ecosystem

New Structured Literacy Coach

- Legislation specifies K-3
 - Should include all Tiers
 - Can include 4-5
- Teacher-facing support
 - Direct instruction to model or practice new routines
- Structured literacy focus
 - Connecting theory to practice
 - Shifting previous practices
 - Implementing HQIM
 - Responding to data

Other Coaching Sources

- Coaching Partners
 - K-5 Literacy & K-5 Math
 - K-3 Literacy & 3-5 ELA
 - School-specific Combinations
- Collaborative Support
 - District Literacy Support
 - MTSS Facilitator
 - 504 Coordinator
 - Administrators

How are Structured Literacy Coaches supporting their teachers?

Prep Work	1:1 Coaching	Group PL	Learning Walks	Coach Collabs	Coach PL
<p>Analyze formative, summative data through multiple lenses to guide diagnostic planning</p> <p>Plan prescribed or targeted PL sessions</p> <p>Study upcoming lessons, units to effectively support planning, instruction</p>	<p>Engage in collaborative problem-solving process</p> <p>Model new or targeted strategies, resources</p> <p>Observe teachers, students through specific lens for feedback</p> <p>Craft or revise lesson plans to ensure explicit, systematic, diagnostic, cumulative literacy instruction</p> <p>Locate, share resources for identified teacher, student needs</p>	<p>Lead prescribed training on structured literacy knowledge, resources</p> <p>Guide in-depth analysis of formative, summative literacy data to identify needs and guide next steps</p> <p>Facilitate collaborative planning to ensure consistency of rigor, authenticity of differentiation</p>	<p>20-25 minutes each in several classrooms</p> <p>Focused on targeted literacy component or observed need</p> <p>Determine trends and outliers in teacher, student behaviors to adjust support as needed</p> <p>Monitor horizontal, vertical consistency of expectations, implementation</p> <p>Identify potential teacher leaders for collaboration, peer coaching</p> <p>Engage with students, teachers as part of school literacy ecosystem</p>	<p>Touch base with administrators about current plans and shared support of teachers</p> <p>Ensure common understanding and expectations among all literacy leaders</p> <p>Share, co-plan, provide/receive feedback on recent or upcoming PL with other coaches</p>	<p>Complete training required by school, district, state</p> <p>Read, listen, watch trusted sources of up-to-date literacy research</p> <p>Engage in ongoing check-ins with district, regional, state support network</p> <p>Actively participate in PLC with other CSI Structured Literacy Coaches</p>

What support will GaDOE provide Structured Literacy Coaches?

Ongoing Support by GaDOE

- **June 14, 2024** – Virtual overview CSI District Leadership on the student-focused coaching model
- **July 10, 2024** – In-person Day 1 Coaching Model Professional Learning with for CSI structured literacy coaches, building principal, and SIS and SES that support CSI elementary schools
- **July 30, 2024** – Virtual follow up for all stakeholders to provide additional detail and clarify misconceptions about the role of CSI
- **August 12, 2024** – Virtual Day 2 Coaching Model Professional Learning for CSI structured literacy coaches and support system focused on coaching culture and initial implementation
- **Weekly, Biweekly, or Monthly** – Virtual 1:1 check-ins (in-person as needed); frequency based on coach/school contexts; focused on coach with others included as appropriate
- **Quarterly** – In-person regional professional learning sessions for CSI structured literacy coaches and building principals
- **Open Office Hours** – Responsive virtual or in-person support by request via email, phone, or [Book time to meet with me](#)

Additional Sources of Support

- District Literacy/Coaching Coordinators & PLCs
- GaDOE School Improvement Division
- GaDOE Specialists (ELA, ESOL, MTSS, etc.)
- RESA Literacy & Coaching Staff
- Private GaDOE Community Group
- External Partnerships
 - Be A Change
 - Rollins Center for Literacy and Learning
 - Sandra Dunagan Deal Center for Early Language and Literacy

Preparing students for life.

www.gadoe.org

   @georgiadeptofed

 youtube.com/user/GaDOEmedia





RESA Regional Literacy Coach Update

Presented to the Georgia Literacy Council
on August 26, 2024

Let's READ, Georgia! Update



Annual Report:

- *182 Systems & Charter Schools Reporting*
- *31,156 K-3 teachers reported*
- *52.07% have met the Science of Reading Training*



Let's READ, Georgia! Update



Regional Coach Training

- *3 Day Initial Training in SOR & Coaching*
- *Micro-Credentialing*
- *Monthly & Quarterly Meetings*



Let's READ, Georgia! Update



School Literacy Leads

- *Program is District Specific*
- *Communication & Clarity*



Let's READ, Georgia! Update



Regional Coaches

- *Profile of a RESA Regional Literacy Coach*



Let's READ, Georgia! Update



Let's READ, Georgia! Update

- Questions



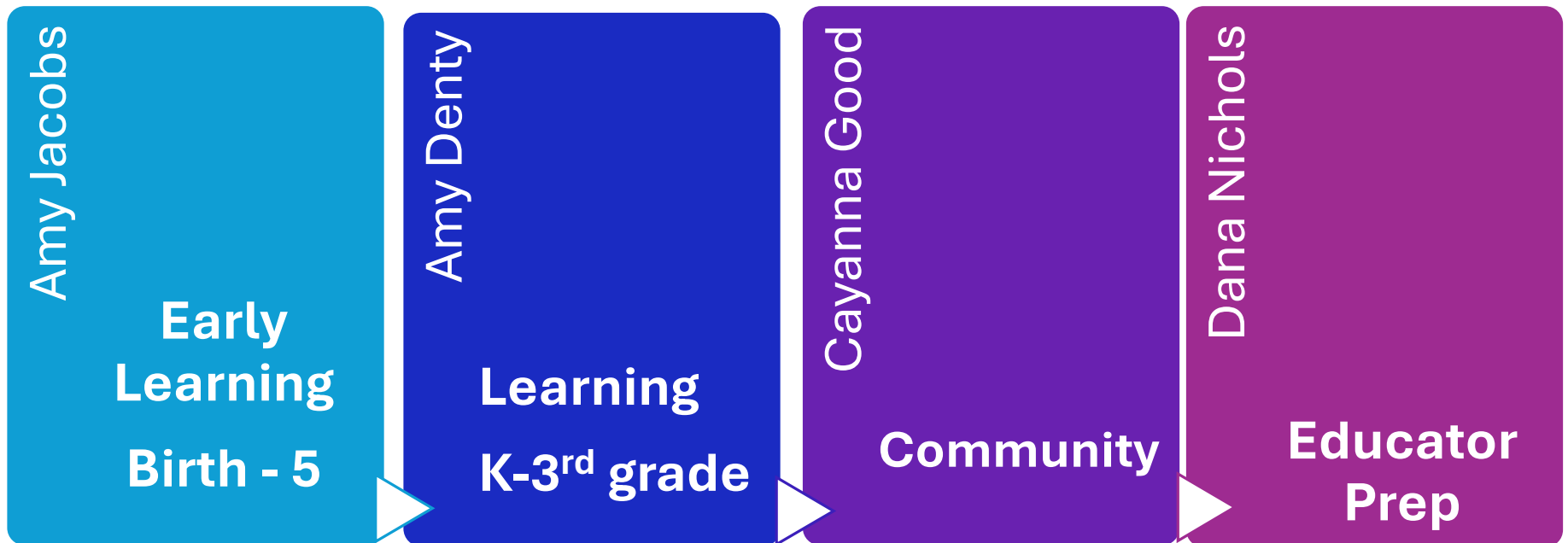
Georgia Literacy Plan Working Group Updates



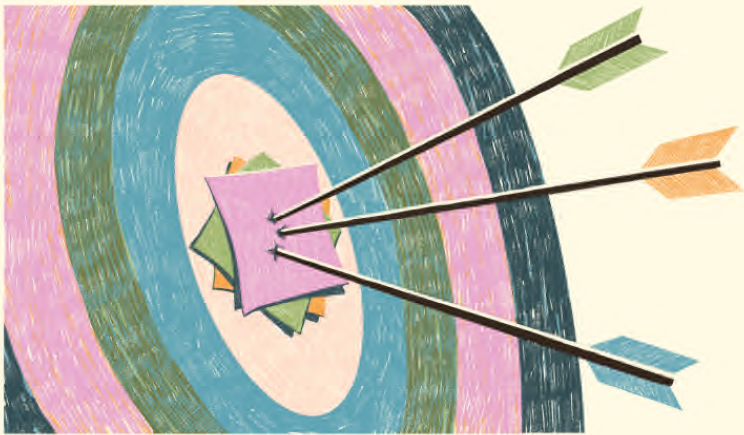
Sarah Richards
Georgia Literacy Coach

Strategic Planning Overview

Council Working Groups



Council Working Groups



- ❖ Goal Setting
- ❖ Prioritization of Goals
- ❖ Exploration of Goals

Strategic Planning Sessions

- Establish a clearly defined shared vision for literacy success across Georgia.
- Identify overarching goals to direct the collaborative work of the Council.
- Develop a clear plan and framework to align the work of the Council toward achieving literacy improvements from cradle to career.

Strategic Planning Overview

DRAFT for Discussion with Planning Group

Our Vision

Georgia will lead the nation in literacy.

Our Goal

Georgia will be first in the nation
in 4th and 8th grade reading achievement (NAEP).

Our Metric

The highest percentage of students
meeting at or above NAEP proficiency.



Literacy Planning: What's Next?

September

- Continue strategic planning sessions.
- Focus: goal prioritization and alignment.

October

- Draft statewide literacy plan.
- Align with research-based best practices.
- Gather feedback.

Literacy Planning: What's Next?



Literacy Strategic Planning Session Dates

Date	Time	Location
Wednesday, September 4th	10:00 am - 12:00 pm	Virtual Mtg. - Zoom
Tuesday, September 17th	10:00 am - 2:00 pm	In-person, Macon
Wednesday, October 2nd	10:00 am - 12:00 pm	Virtual Mtg. - Zoom
Thursday, October 24th	10:00 am - 2:00 pm	In-person Location TBA

Literacy Planning: What's Next?

Thank you!



GEORGIA★READS



Purpose:

Georgia Reads is dedicated to uniting and empowering a fragmented literacy ecosystem, driving literacy forward to ensure economic prosperity in every Georgia community. By bringing stakeholders together and guiding literacy initiatives, we can unlock a brighter future for all Georgians.

Georgia Reads Will Make a Difference:

Georgia Reads, a statewide initiative backed by the Georgia Council on Literacy, aims to transform the state's literacy ranking from almost worst to first by 2030. Supported by the Georgia General Assembly, state, community and school leaders, this effort unifies literacy programs and resources across Georgia. Improving reading outcomes will drive economic growth, reduce poverty, and strengthen communities, helping everyone turn the page to a brighter future.

Partners:



Highlights:

- Georgia Reads launched on June 24, 2024 at the Georgia Municipal Association's (GMA) Annual Conference. GMA and its nonprofit, Georgia City Solutions, Malcolm Mitchell, and Share the Magic Foundation are partnering with the Georgia Council on Literacy to amplify the Georgia Reads messaging.
- **September 30, 2024 is Georgia Reads Day**, a time when every Georgian can partner with Georgia Reads by creating awareness about the literacy crisis, participating in activities and initiatives promoting reading and encouraging educators to share reading tips with students and parents. On this day, the Georgia Reads Community Awards application will open and be available at www.georgiareads.org. These awards will recognize 10 community partnerships who, over the last three to five years, set goals for literacy improvements and made progress meeting these goals. Applications will be due on November 26, 2024.
- Each of the communities selected to receive the Georgia Reads Community Award will receive:
 - A \$25,000 award to continue literacy improvement efforts; and
 - A visit from Georgia Reads Coach Malcolm Mitchell and the Share the Magic Foundation to recognize Georgia Reads Communities, host a "Reading Rally," and distribute Mitchell's book, *Hey Georgia*, to students.
- **Beginning November 4, 2024**, Georgia Reads, with the help of Malcolm Mitchell's Share the Magic Foundation, will host **READBowl**, a statewide reading challenge. Georgia's elementary, middle, and high school classrooms/teams with the highest average reading minutes will win state recognition, a visit to the Georgia Capitol, and the READBowl state championship trophy.
- **February 2025 (date TBD) is Georgia Reads Day at the Capitol** when 10 community partnerships will be recognized as Georgia Reads Communities. Share the Magic Foundation will also announce Georgia school winners of the READBowl competition.

Important Dates:

September 30, 2024

Georgia Reads Day and Georgia Reads Community Awards application opens

November 4, 2024

Virtual READBowl challenge opens - Sign up now!

November 26, 2024

Georgia Reads Community Awards applications due





January 13, 2025

READBowl kicks off

February 2025

Georgia Reads Day at the Capitol when 10 Georgia Reads community partnership awards will be announced and READBowl Champions recognized and honored

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Support Georgia Reads and Play a Role in Improving Literacy in Georgia!

Be a part of something transformative! The Georgia Council on Literacy and Georgia Reads are seeking committed and passionate local government leaders, school districts, chambers, churches, businesses and other stakeholders to become literacy partners.

Scan the QR code now to sign up and receive more information about how you can start a community partnership, receive the Georgia Reads newsletter, attend special events, and create awareness about Georgia Reads.

Scan to
sign up





Public Comment

Next steps

Adjournment

A Special Thank You To

