

Louisiana Literacy Advisory Commission Report

R.S. 17:410.11

February 2025

Overview

As required by R.S. 17:410.11, the Louisiana Literacy Advisory Commission shall study and make recommendations to the State Board of Elementary and Secondary Education, the state Department of Education, and the legislature for improving literacy in Louisiana. When conducting analysis and making recommendations, the commission shall have the following powers and duties:

- 1) To serve as the advisory board to the State Board of Elementary and Secondary Education and the State Department of Education on matters relating to literacy.
- 2) To research and analyze all policies, regulations, and procedures relative to implementing literacy initiatives, reforms, and practices.
- 3) To formulate policy and programming recommendations and to report those recommendations to the State Board of Elementary and Secondary Education, the State Department of Education, and the legislature following the provisions of Subsection F of this Section.
- 4) To request and review state, regional, and national literacy data to determine and understand the effectiveness and impact of literacy initiatives, reforms, and practices.
- 5) To establish and appoint members of the commission to committees to identify, analyze, and make recommendations to the commission in the areas of:
 - a) Dyslexia.
 - b) Early childhood literacy.
 - c) Any other area deemed appropriate by the commission.

Not later than February sixth annually, the commission shall provide a report of its findings and recommendations and the status of the implementation of its recommendations to the governor, the members of the legislature, the state superintendent of education, and the State Board of Elementary and Secondary Education. The report shall be submitted to the David R. Poynter Legislative Research Library as required by R.S. 24:771 and 772.

Voting Members

Janee' Butler, Vice Chair Center for Literacy and Learning	Rep. Jason Hughes House Committee on Education
Andromeda Cartwright Louisiana Key Academy	Mary Beth Hughes Louisiana Association of Business and Industry
Preston Castille Louisiana State Board of Elementary and Secondary Education	DeJunne' Clark Jackson, Chair Decoding Dyslexia
Dr. Jenna Chiasson Louisiana Department of Education	Kristin Lyons Louisiana Association of Educators
Dr. Susannah Craig Commissioner of Higher Education	D'Shay Oaks Louisiana Federation of Teachers
Dr. Margaret-Mary Sulentic Dowell Louisiana Association for the Education of Young Children	Ryan Roberts Governor's Office
Michael Faulk Louisiana Association of School Superintendents	Caroline Roemer Louisiana Association of Public Charter Schools

Louisiana Literacy Advisory Commission

Louisiana [Act 208](#) (2023) established the Louisiana Literacy Advisory Commission. This commission is tasked with making recommendations for improving, strengthening, and supporting literacy in Louisiana. The commission shall be composed of the following members:

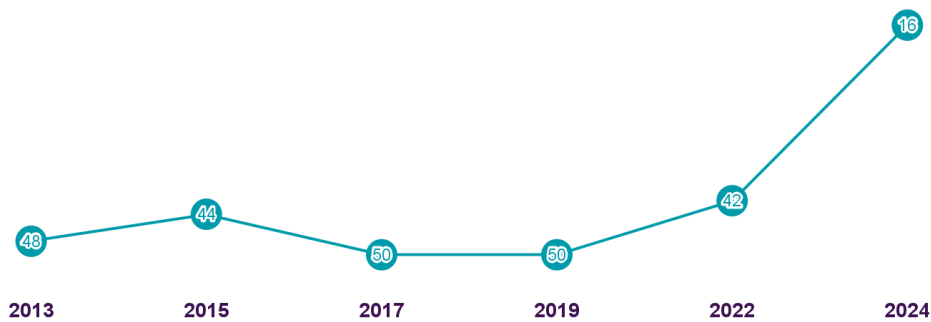
1. The chairman of the Senate Committee on Education or his designee.
2. The chairman of the House Committee on Education or his designee.
3. The governor or his designee.
4. The state superintendent of education or his designee.
5. The president of the Center for Literacy and Learning or his designee.
6. The president of the Louisiana Association of Business and Industry or his designee.
7. The executive director of the Louisiana Association of School Superintendents or his designee.
8. A staff member of the Board of Regents appointed by the higher education commissioner shall serve at the pleasure of the commissioner.
9. The executive director of the Louisiana Association For the Education of Young Children or his designee.
10. One teacher selected by the Louisiana Association of Educators.
11. One teacher selected by the Louisiana Federation of Teachers.
12. The executive director of the Louisiana Association of Public Charter Schools or his designee.
13. One member appointed by the State Board of Elementary and Secondary Education.
14. A teacher from Louisiana Key Academy appointed by the academy's chief education officer.
15. The leader of Decoding Dyslexia or his designee.

Status of Louisiana Literacy

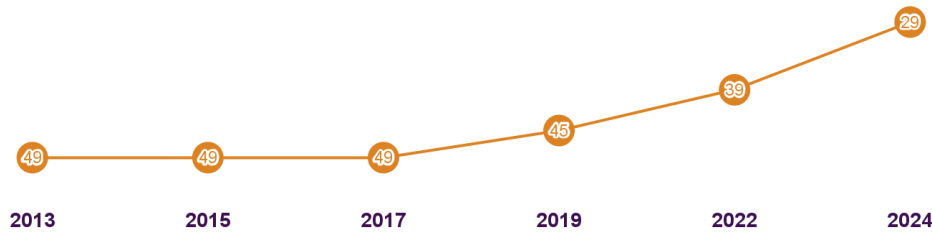
NAEP (4th and 8th Grade)

The National Assessment of Educational Progress, also known as NAEP or the Nation’s Report Card, is the largest nationally representative and continuing assessment of what America’s students know and can do in various subject areas. Below is a snapshot of the rankings for the Reading portion over the past decade. Louisiana led the nation in growth for the second consecutive cycle on the 4th grade Reading assessment, resulting in the Louisiana ranking rising from 50th in 2019 to 16th in 2024. In 8th grade, Louisiana increased in national ranking from 45th in 2019 to 29th in 2024.

4th Grade Reading National Ranking Since 2013



8th Grade Reading National Ranking Since 2013



From National to State: LEAP 3-12 ELA Mastery at a Glance

Below is a streamlined overview of state-level mastery rates, highlighting LEAP 3-12 ELA performance. Mastery is defined as those students who score Mastery or Advanced.

LEAP 3-12 ELA Mastery Rates

For a more detailed snapshot of ELA LEAP results by grade, subgroup, school system, and school, visit [LDOE School Performance](#).

Year	2024	2023	2022	2021	2019
% Mastery	43%	42%	42%	39%	44%

ACT (High School)

Class of Seniors	2023	2022	2021	2020	2019
ACT Composite Score Average	18.4	18.1	18.2	17.8	18.9

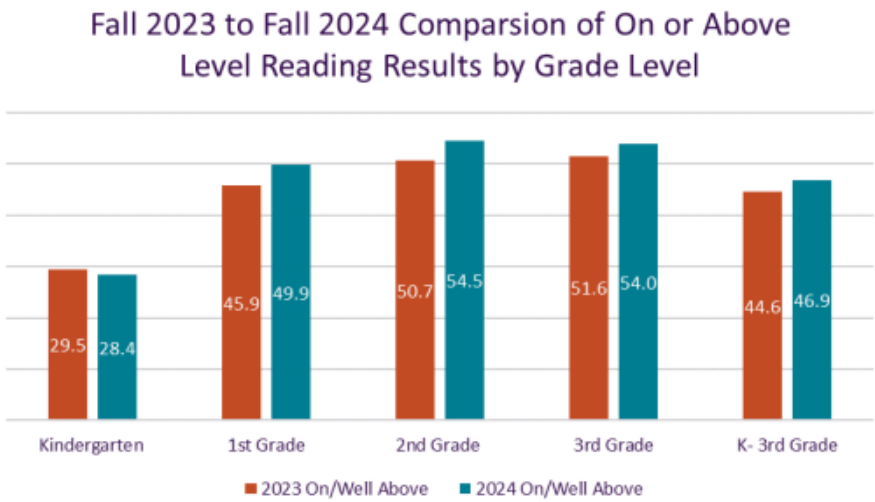
2023-2024 Literacy Screener (Kindergarten- 3rd Grade)

Beginning in the fall of 2023, school systems must screen all students using the DIBELS® 8th Edition screener. The screening assessment measures specific skills that are typically predictive of later reading success. The skills build upon each other from one grade level to the next and are appropriately matched to children’s ages and developmental stages. The skills are also linked to standards children should be able to master at the beginning of each school year. Schools must report the entire battery of indicators instead of reporting a single indicator beginning in the 2023-2024 school year. The key skills measured at each grade level are listed below.

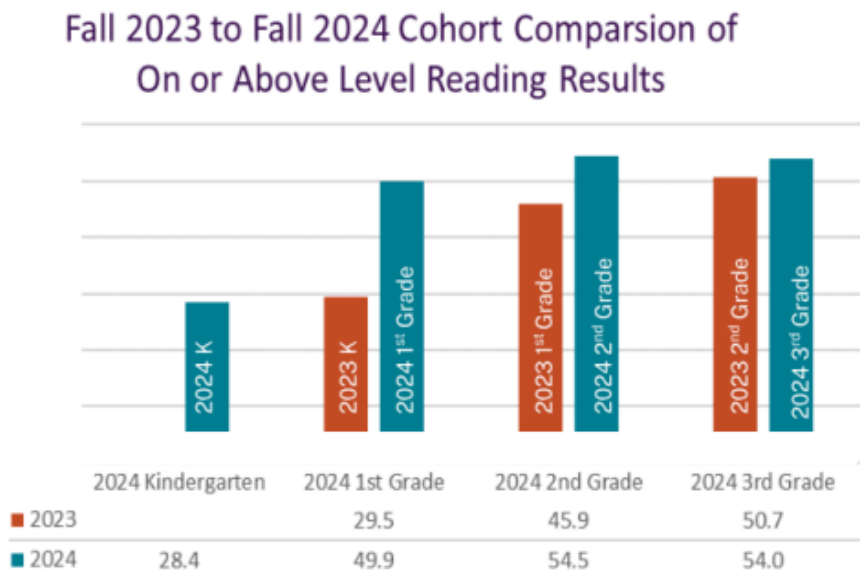
Measure	Kindergarten	1st	2nd	3rd
Letter Naming Fluency	✓	✓		
Phonemic Segmentation	✓	✓		
Nonsense Word Fluency	✓	✓	✓	✓
Word Reading Fluency	✓	✓	✓	✓
Oral Reading Fluency		✓	✓	✓
Maze(Basic Comprehension)			✓	✓

Screener Results

Overall, the K-3 data indicates an increase of 2.3 percent in proficiency from Fall 2023 to Fall 2024. Data shows that Grade 1 increased by 4 percent, Grade 2 by 3.8 percent, and Grade 3 by 2.4 percent. This improvement in each grade reflects efforts to improve literacy instruction in the state overall. However, there was a decrease of 1.1 percent in proficiency in entering Kindergarten compared to the previous year.



Fall 2024 data also indicates an increase in proficiency by cohort data. In the graph below, students are included by their 2024 grade level, showing the prior year’s beginning-of-year (BOY) results.



For a more detailed report of the fall literacy screener results by grade, subgroup, school system, and school, visit [LDOE School Performance](#).

Commission Recommendations

The Louisiana Literacy Advisory Commission (LLAC) recognizes the importance of a strong literacy foundation in preparing children to succeed in school. Early literacy plays a key role in enabling types of early learning experiences that research shows are linked with academic achievement, reduced grade retention, higher graduation rates, and enhanced productivity in adult life. Throughout this past year, the commission has explored five key areas around literacy: adolescent literacy, data, dyslexia, early childhood literacy, and funding. Through subcommittees, commission meeting discussions, and review of the previous LLAC's recommendations, the LLAC recommends the Louisiana Department of Education (LDOE) develop a long-range plan to address the following goals and actions.

- 1. Every teacher uses high-quality instructional materials to teach students the foundations of reading and language and literacy.**
 - a. Publish a list of English Language Arts instructional materials used by each school system to encourage collaboration among school systems and transparency to stakeholders.
 - b. Conduct a curriculum review of all early childhood high-quality instructional materials to ensure alignment with the new Early Learning and Development Standards.
 - c. Update Bulletin 1903 - Louisiana Handbook for Students with Dyslexia to include a supplemental list of programs and assessments to use with students with dyslexia.
- 2. Every student who struggles to read receives research-based literacy interventions.**
 - a. Expand on existing guidance regarding evidence-based interventions for school systems to utilize as best practices to address the specific needs of all students.
 - b. Develop an instructional guidance handbook that focuses specifically on literacy for diverse learners, including, but not limited to, students with learning disabilities in reading, dyslexia, students with significant disabilities, and English learners.
- 3. Every teacher uses evidence-based practices to meet the literacy needs of all students.**
 - a. Conduct an audit of Louisiana educators to determine the percentage of teachers and leaders trained in the Science of Reading across all grade levels.
 - b. Conduct an audit of data concerning kindergarten readiness, i.e., enrollment, teacher training, and observational data.
 - c. Design and offer professional development opportunities focusing on foundational literacy instruction for early childhood teachers, leaders, coaches, and members of Child Care Resource and Referral Agencies.
 - d. Provide training for leaders and teachers regarding instructional coherence across curriculum and supplemental programs.
 - e. Conduct dyslexia training for the following groups:
 - i. School leaders and teachers
 - ii. School Building Level Committee (SBLC) and pupil appraisal personnel
 - iii. Interventionists
 - iv. Special education teachers
- 4. Every teacher uses literacy assessment data to monitor students' progress and inform**

instruction.

- a. Develop a crosswalk to align Kindergarten entry assessment measures with other early childhood assessment measures.
- b. Produce evidence-based guidance for school systems to utilize as best practices to monitor students' progress.
- c. Publish third-grade promotion data.

5. Every school community expands opportunities for parents and families to be engaged in their children's literacy development.

- a. Create a Dyslexia Parent GuideHandbook to guide parents of children with dyslexia.
- b. Conduct dyslexia training for families.
- c. Develop education/media strategies and a campaign to increase families' and community stakeholders' knowledge about the importance of effective literacy screening and instruction from birth to age 8, the components of effective literacy instruction, and high-quality curriculum.
- d. Provide opportunities for family literacy engagement support to systems and schools.

What can Louisiana's policymakers and state partners do?

Louisiana's future is tied to early literacy. Commit to annual funding to support school systems and schools as they continue to implement literacy coaching, including early childcare, literacy training, adolescent literacy, and tutoring initiatives.

For additional information, please contact louisianaliteracy@la.gov.