

Louisiana Literacy Advisory Commission Annual Report

R.S. 17:410.11

February 2026

Overview

As required by R.S. 17:410.11, the Louisiana Literacy Advisory Commission (LLAC) shall study and make recommendations to the State Board of Elementary and Secondary Education (BESE), the Louisiana Department of Education (LDOE), 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 BESE and LDOE 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 BESE, LDOE, and the legislature.
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 BESE. 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	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 Louisiana
Dr. Jenna Chiasson Louisiana Department of Education	Dr. Sabrah Kingham Governor's Office
Dr. Susannah Craig Deputy Commissioner of Higher Education	Kristin Lyons Louisiana Association of Educators
Dr. Margaret-Mary Sulentic Dowell Louisiana Association for the Education of Young Children	Andromeda Love Louisiana Key Academy
Rep. Jason Hughes House Committee on Education	D'Shay Oaks Louisiana Federation of Teachers
Michael Faulk Louisiana Association of School Superintendents	Caroline Roemer Louisiana Association of Public Charter Schools

Louisiana Literacy Advisory Commission

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

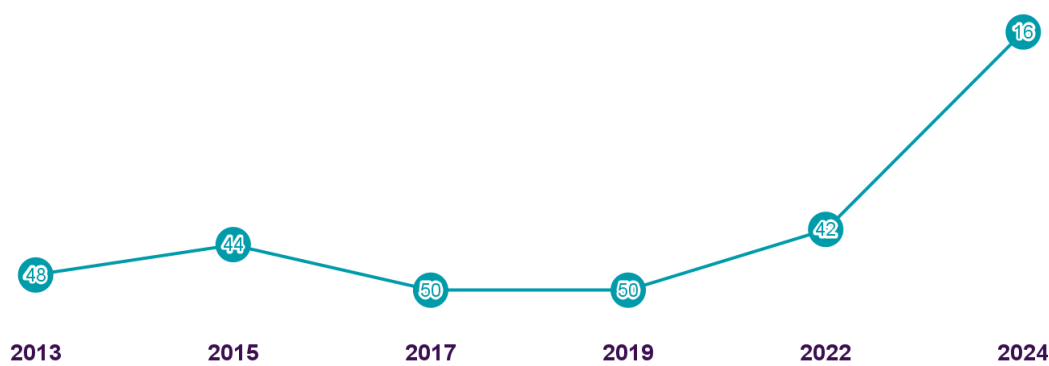
1. The chairman of the Senate Committee on Education or his designee.
2. The chairman of the House Committee on Education or his designee.
3. The governor or his designee.
4. The state superintendent of education or his designee.
5. The president of the Center for Literacy and Learning or his designee.
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

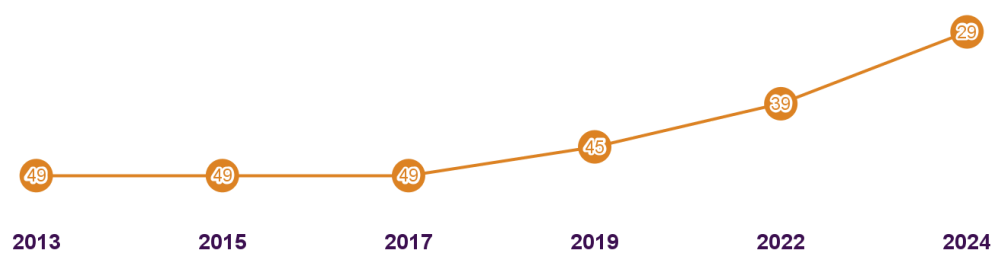
National Ranking: NAEP (4th and 8th Grade)

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 Louisiana 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 Louisiana’s 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



2024-2025 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 that children should be able to master at the beginning of each school year. The key skills measured at each grade level are listed in the following table.

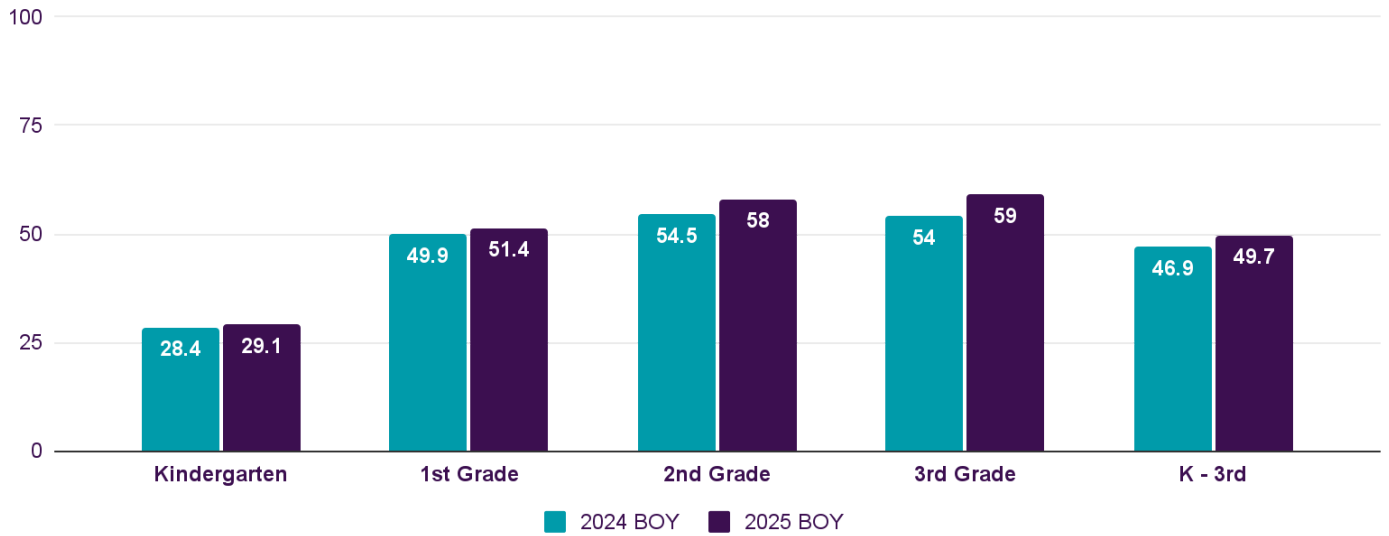
Measure	Kindergarten	1st	2nd	3rd
Letter Naming Fluency	✓	✓		
Phonemic Segmentation	✓	✓		
Nonsense Word Fluency	✓	✓	✓	✓
Word Reading Fluency	✓	✓	✓	✓
Oral Reading Fluency		✓	✓	✓
Maze (Basic Comprehension)			✓	✓

Screener Results

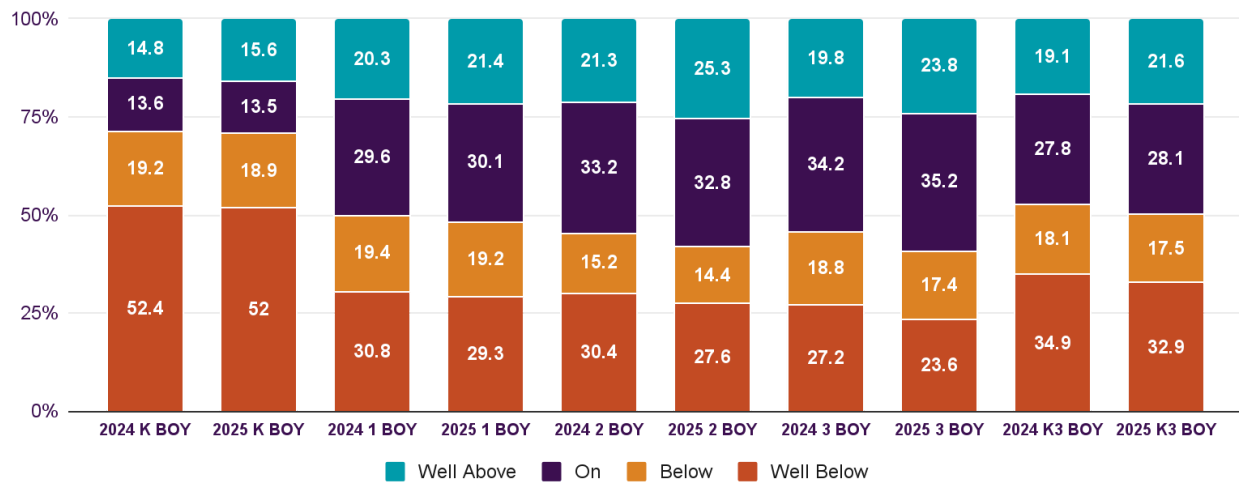
Overall, K-3 data indicates an increase of 2.8 percent in proficiency when comparing Fall 2024 and Fall 2025 data. Data indicates that third grade beginning-of-year proficiency increased by 5 percent, second grade by 3.5 percent, first grade by 1.5 percent, and kindergarten by 0.7 percent. This improvement in each grade and overall reflects the efforts to improve literacy instruction in the state.

Overall, K-3 data indicates 49.7 percent of K-3 students achieved proficiency on the beginning-of-year literacy screener. Data indicates that more than fifty percent of students in first through third grades are meeting the proficiency mark.

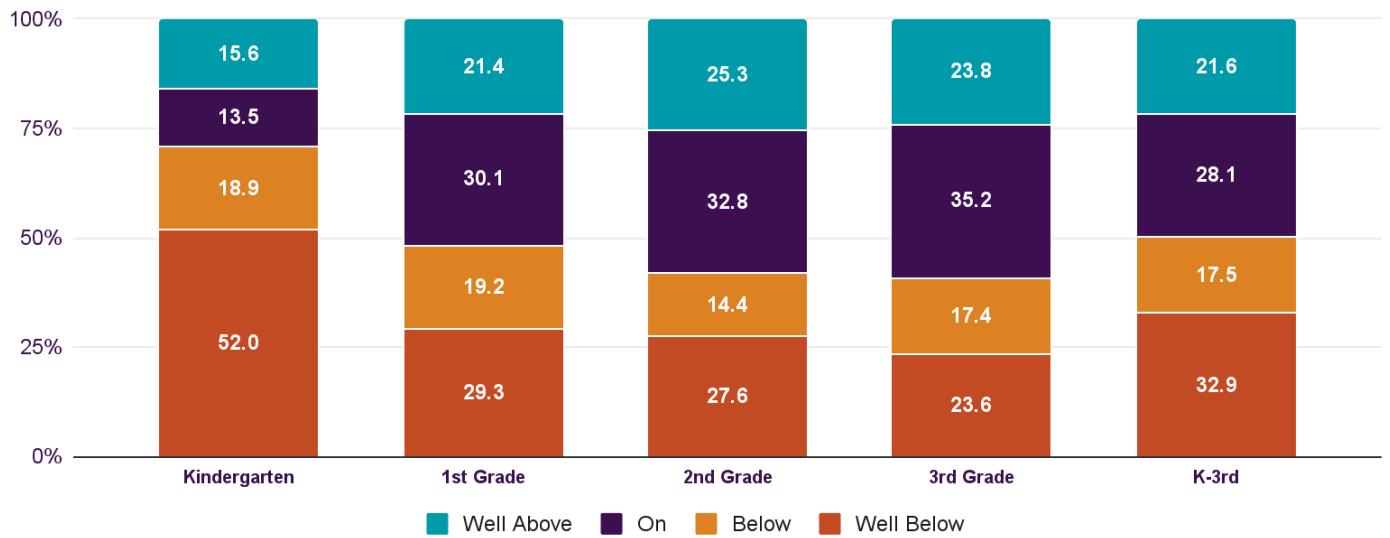
Fall 2024 to Fall 2025 Comparison of On or Above Level Results



Fall 2024 to Fall 2025 Reading Results by Grade Level



Fall 2025 Reading Results by Grade Level



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

Recommendations

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 federal and state literacy funding. Through subcommittees, commission meeting discussions, and review of the previous LLAC recommendations, the LLAC recommends that the LDOE develop a long-range plan to address the following goals and actions.

Goal: Every teacher uses High-Quality Instructional Materials (HQIM) to teach students language and literacy and the foundations of reading.

Recommendation 1: Publish a list of English Language Arts instructional materials used by each school system to encourage collaboration among school systems and transparency to stakeholders.

Actions	Timeline
School systems identify HQIM by grade level via SuperApp	February 2025
Post list on LDOE Literacy webpage	September 2025 Updated yearly

Recommendation 2: Conduct a curriculum review of all early childhood HQIM to ensure alignment with the new Early Learning and Development Standards.

Actions	Timeline
Complete a full review on all early childhood education (ECE) materials currently posted as Tier 1 and provide ongoing updates to the ECE Tier 1 Status Reviews Report	August 2025 - Ongoing
Accept and review new ECE submissions and provide status updates on the Weekly IMR Report	August 2025 - Ongoing

Recommendation 3: Create a supplemental list of programs and assessments to use with students with dyslexia, in alignment with *Bulletin 1903 - Louisiana Handbook for Students with Dyslexia*.

Actions	Timeline
Determine the method of material review	September 2025
Post companion document	March 2026

Goal: Every student who struggles to read receives research-based literacy interventions.

Recommendation 4: Expand existing guidance regarding evidence-based interventions for school systems to utilize as best practices to address the specific needs of all students.

Actions	Timeline
Catalog of Literacy Supports (Leaders)	Ongoing
Catalog of Literacy Supports (Teachers)	Ongoing
Publish Tiered Pathways for Literacy Support	January 2025
Webinar: Launching TPLS for System Leaders	February 13, 2025
Webinar: Launching TPLS for System Leaders	March 12, 2025
Webinar: Launching TPLS for School Leaders	March 27, 2025
LDOE Professional Learning Platform: Using DIBELS to Drive K-3 Core and Intervention	Spring 2025
LDOE Professional Learning Platform: Reading Interventions in Secondary Schools	Spring 2025
LDOE Professional Learning Platform: Using DIBELS to Drive K-3 Core and Intervention	Summer 2025
LDOE Professional Learning Platform: Unit Unpacking and Purposeful Planning with HQIM for Grades 4-12	Summer 2025
LDOE Professional Learning Platform: Grade 3 Instructional Preparation and Tiered Support	Fall 2025
Release of LDOE Menu of Services	August 2025
School Support Institute CLSD UIN Track	2024-2026
CLSD 3.0 Community of Practice	2025-2029
Literacy Mentors Communities of Practice	2025-2029

Recommendation 5: 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.

Actions	Timeline
Draft of SPED Playbook Literacy Companion Guide	May 2026
Launch	Fall 2026

Goal: Every teacher uses evidence-based practices to meet the literacy needs of all students.

Recommendation 6: Conduct an audit of Louisiana educators to determine the percentage of teachers and leaders trained in the Science of Reading across all grade levels.

Actions	Timeline
Collect via SuperApp	February 2026

Recommendation 7: Conduct an audit of data concerning kindergarten readiness, i.e., enrollment, teacher training, and observational data.

Actions	Timeline
EC Tour	Fall 2025
Plan Development to collect data	Summer/Fall 2026
Kindergarten Tour	Spring 2026

Recommendation 8: 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.

Actions	Timeline
Publish the Louisiana Early Childhood Art and Science of Teaching Reading for PreK 4	March 2026
Birth-3 training for CCR&R Agencies	Spring 2026

Recommendation 9: Provide training for leaders and teachers regarding instructional coherence across curriculum and supplemental programs.	
Actions	Timeline
Coaching support from the literacy team in school systems across the state	Ongoing
Actions	Timeline
Regional Collaboratives and Teacher Leader Summit	24-25 and 25-26 school years
Session: Guidance for System Leaders Implementing TPLS	Teacher Leader Summit 2025
Session: Guidance for School Leaders Implementing TPLS	Teacher Leader Summit 2025
Session: Guidance for Teachers Implementing TPLS	Teacher Leader Summit 2025
Systems of Instructional Leadership (Professional Learning Platform)	Summer 2025
Recommendation 10: Conduct dyslexia training for the following groups: - School leaders and teachers - School Building Level Committee (SBLC) and pupil appraisal personnel - Interventionists - Special education teachers	
Actions	Timeline
Offered 3 cohorts of Dyslexia Practitioner trainings, as well as one Dyslexia Therapist cohort	2023-2026
Teacher Leader Summit sessions - Understanding Dyslexia: What Educators Need to Know - Supporting Students with Characteristics of Dyslexia: Practical Classroom Strategies - Leveraging the Dyslexia Parent Handbook to Support Family Engagement	Summer 2026
Introduction to Dyslexia for Louisiana Educators (Louisiana Professional Learning Platform)	Summer 2026
Draft: Catalog of Dyslexia Literacy Supports - professional learning provided through the LDOE Professional Learning Platform	Ongoing

Goal: Every teacher uses literacy assessment data to monitor students' progress and inform instruction.

Recommendation 11: Develop a crosswalk to align kindergarten entry assessment measures with other early childhood assessment measures.

Actions	Timeline
Developed the Early Childhood Language and Literacy Assessment Crosswalk	April 2025

Recommendation 12: Produce evidence-based guidance for school systems to utilize as best practices to monitor students' progress.

Actions	Timeline
Using DIBELS to Drive K-3 Core and Intervention (Professional Learning Platform)	Spring 2024
Professional Learning Platform: DIBELS Administration and Implementation	Fall 2024
Publish Tiered Pathways for Literacy Support	January 2025
Grade 3: Instructional Preparation and Tiered Support (Professional Learning Platform)	Fall 2025

Recommendation 13: Publish third-grade promotion data.

Actions	Timeline
Publish results	Yearly, beginning Spring 2026

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

Recommendation 14: Create a Dyslexia Parent Handbook to guide parents of children with dyslexia

Actions	Timeline
Publish Dyslexia Parent Handbook	April 2026

Recommendation 15: Conduct dyslexia training for families.	
Actions	Timeline
Develop a series of trainings to accompany the Dyslexia Parent Handbook	Summer and Fall 2026
Recommendation 16: 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.	
Actions	Timeline
Develop a new Families & Students audience page on the LDOE website to provide families with direct access to resources and information tailored to their needs, including tools to support their child's educational journey.	December 2024
Continuously promoting the website to connect families with the resources through media releases and social media channels.	Ongoing
Literacy Campaign workgroup to develop a strategic plan	Winter 2026
Recommendation 17: Provide opportunities for family literacy engagement support to systems and schools.	
Actions	Timeline
Revision and revival of the Family Literacy Engagement Handbook	Fall 2026

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.