

# Louisiana Literacy Advisory Commission (LLAC)

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Claiborne Building | Thomas Jefferson Room 1-136 | 1201 North Third Street, Baton Rouge, LA 70802  
Monday, March 4, 2024 | 10:00 a.m.

[Livestream](#)

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## Commission Members

Co-Chairs, DeJenne' Clark Jackson and Janee' Butler

Andromeda Cartwright  
Preston Castille  
Dr. Jenna Chiasson  
Dr. Susannah Craig

Dr. Margaret-Mary Sulentic Dowell  
Michael Faulk  
Rep. Jason Hughes  
Mary Beth Hughes

D'Shay Oaks  
Caroline Roemer  
Stephen Swiber  
Kelley Toups

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In accordance with the Americans with Disabilities Act, if special assistance is needed at this public meeting of LDOE, please notify Dr. Phaedra Early via email at [phaedra.early@la.gov](mailto:phaedra.early@la.gov), five business days prior to the public meeting.

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## Agenda

- I. Call to Order
- II. Roll Call
- III. Approval of the minutes of the meeting held December 19, 2023
- IV. Consideration of proposed revisions to *Bulletin 1903: Louisiana Handbook for Students with Dyslexia*, in response to Act 266 of the 2023 Regular Legislative Session
- V. Consideration of an update report regarding the literacy coaching initiative
- VI. Consideration of an update report regarding Louisiana literacy professional learning

# Louisiana Literacy Advisory Commission (LLAC)

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## Minutes

The Louisiana Literacy Advisory Commission, met on Tuesday, December 19, 2023, in the Thomas Jefferson Room, located in the Claiborne Building in Baton Rouge, Louisiana. The meeting was called to order at 10:05 a.m. by De'Junne' Clark Jackson, Co-Chair. Members present were: Janee' Butler, Andromeda Cartwright, Dr. Jenna Chiasson, Dr. Susannah Craig, Brian Davis, Dr. Margaret-Mary Sulentic Dowell, Rep. Jason Hughes, and D'shay Oaks.

Mattilyn Karst Batson, Preston Castille, Michael Faulk, Caroline Roemer, and Kelley Toups were not in attendance.

*A quorum was present.*

Representing the Louisiana Department of Education were Shanna Beber and Sharon Necaïse.

1. On motion of Rep. Hughes, seconded by Dr. Craig, the Louisiana Literacy Advisory Commission approved the minutes of the meeting held October 19, 2023.
2. On motion of Rep. Hughes, seconded by Mr. Davis, the Louisiana Literacy Advisory Commission received the report regarding the November 27, 2023, meeting.
3. On motion of Mr. Davis, seconded by Dr. Craig, the Louisiana Literacy Advisory Commission endorsed revisions to *Bulletin 1566 - Pupil Progression Policies and Procedures in response to Act 422 of the 2023 Regular Legislative session.*

A roll call vote was taken.

Yeas: Ms. Butler, Ms. Cartwright, Dr. Chiasson, Dr. Craig, Mr. Davis, Ms. Clark Jackson, and Ms. Oaks

Nays: Rep. Hughes

Abstentions: Dr. Sulentic Dowell

Absences: Ms. Karst Batson, Mr. Castille, Mr. Faulk, Ms. Roemer, and Ms. Toups

The motion passed.

4. On motion of Dr. Craig, seconded by Mr Davis, the Louisiana Literacy Advisory Commission received the report regarding the 2023 Fall Reading Report.
5. On motion of Dr. Craig, seconded by Mr. Davis, the Louisiana Literacy Advisory Commission endorsed, as amended, the 2024 Louisiana Literacy Advisory Commission report.

With no further business to come before the Louisiana Literacy Advisory Commission, the meeting was adjourned at 10:46 a.m.

# Louisiana Literacy Advisory Commission

March 4, 2024



# Agenda

- I. Call to Order
- II. Roll Call
- III. Approval of minutes of the meeting held December 19, 2024
- IV. Consideration of an update report regarding LLAC Subcommittee
- V. Consideration of proposed



- I. Call to Order
- II. Roll Call
- III. Approval of minutes from December 19, 2023



# IV. Consideration of proposed revisions to *Bulletin 1903: Louisiana Handbook for Students with Dyslexia*, in response to Act 266 of the 2023 Regular Legislative Session



# Chapter 1: General Provisions

<b>§101. Definitions</b>	<ul style="list-style-type: none"><li>Some terms have been added, removed, and/or updated</li></ul>
<b>§103. Local Education Agency (LEA) Responsibilities</b>	<p><u>When considering dyslexia</u> LEAs shall <u>assign</u> school personnel, <u>trained in the identification of dyslexia</u>, to oversee student screening, assessment, and evaluation for determination of program eligibility.</p> <p>B. LEAs shall implement <u>multisensory structured language and literacy</u> programs for students with <del>characteristics of dyslexia and other related disorders</del> in accordance with state and federal requirements.</p> <p>C. No later than December 15 annually, LEAs shall <u>submit a</u> report to the LDOE <u>relative to the occurrence of dyslexia. The report shall include</u> the numbers of students of all grade levels identified as dyslexic <u>through a Section 504 Plan; number of students initially identified the previous year; and the total number for students with an Individualized Education Program identified as having a specific learning disability, dyslexia: the number initially identified during the preceding school year and the total number.</u> <del>or exhibiting characteristics of dyslexia.</del></p>





# §105. School Level Responsibilities

A. School leaders shall select a School Building Level Committee (SBLC) ~~comprised~~ composed of members knowledgeable of student data, ~~and~~ assessment processes, and dyslexia and related disorders. To determine if a student is at risk, SBLC members shall use information from teachers and parent or guardian, screening data, intervention data, performance-based tasks, and/or written assignments indicating below grade-level performance (deficits) in basic reading skills to guide decision making.

B. SBLC members on committees reviewing data for a student who is identified as at-risk for reading difficulty, which includes indicators of dyslexia shall include but are not limited to:

1. a teacher of a student identified for review,
- ~~2. at least two additional education professionals knowledgeable about the student data and history, as well as indicators of condition in the individual school setting;~~
3. a speech-language pathologist, educational diagnostician, school psychologist, dyslexia practitioner, dyslexia therapist, and/or a person trained in the identification of dyslexia.
4. a principal/designee
5. the referring teacher
6. the student's parent or guardian shall be an invited participant in discussing an individual student's difficulties

D. Professional development shall be provided about the identification of dyslexia, state and federal regulations regarding dyslexia, ~~the characteristics of dyslexia~~, and ~~the~~ LEA policies for the implementation of the assessment and program process.



# §107. School Building Level Committee (SBLC) Responsibilities

A. Request for SBLC review from a parent or educator [or at-risk screening data](#) shall initiate the preliminary gathering of data to assist in addressing the educational progress of a student who is consistently struggling or having difficulty attaining expected academic progress, despite receiving instruction in a high-quality curriculum with the implementation of additional instructional intervention strategies within the framework of a multi-tiered system of support.

C. The SBLC, consisting of at least one member trained in the identification of dyslexia, will determine if relevant data indicates the need for further action that may include:

1. additional assessment;
2. continuation of specialized instructional interventions and progress monitoring;
3. development of a 504 Plan to provide classroom accommodations;
4. referral to pupil appraisal for evaluation to determine eligibility for special services as provided by IDEA;
5. [referral to pupil appraisal for support services](#) ~~return to regular classroom without further strategies or interventions;~~
6. [return to regular classroom without further strategies or interventions.](#)

D. The SBLC may repeat the review process should ~~characteristics of dyslexia~~ [concerns regarding dyslexia or reading difficulties](#) become evident or emerge at a later date.



# §109. Screening Requirements

A. In accordance with *Bulletin 741 - Louisiana Handbook for School Administrators*, all students enrolled in kindergarten through third grade shall be administered an early literacy screener three times per school year; within the first 30 days of the school year, in December, and in April. Screening results shall be used to plan instruction and provide appropriate and timely intervention.

B. ~~Students in kindergarten and fall semester of first grade shall be screened with an~~ The early literacy screening instrument ~~shall to~~ measure, at minimum, developmentally-appropriate skills in:

- ~~phonemic-phonological~~ awareness,
- ~~letter naming fluency, and~~ phonics.
- ~~letter sound recognition;~~ decoding.
- fluency, and
- comprehension.

C. ~~Students in spring semester of first grade through third grade shall be screened with an early literacy instrument to measure:~~  
~~1: decoding skills for blending and reading real and nonsense words accurately; and~~  
~~2: oral reading fluency rate and accuracy in connected text.~~



# §109. Screening Requirements (cont.)

D. A universal early literacy screener score that indicates deficits (below grade level benchmarks) shall result in additional screening to include:

1. Kindergarten and fall semester of first grade students shall be screened in the following areas:
  - a. phonological awareness ~~such as~~ including onset and rime, rhyming and syllable manipulation; and ~~or~~
  - b. rapid automatic naming skills ~~such as~~ of colors, objects, and or numbers.
2. Spring semester of first grade through third grade students shall be screened in the following areas:
  - a. phonological/phonemic awareness ~~such as~~ including blending, onset and rime, rhyming, syllable manipulation, phoneme segmentation and manipulation, or ~~phoneme manipulation~~;
  - b. rapid automatic naming skills ~~such as~~ of colors, objects, ~~letters~~, and/ or numbers;
  - c. encoding skills using spontaneous spelling;
  - d. oral and written language skills;
  - e. letter sound association.

~~E. A student demonstrating deficits after additional screening is considered to have characteristics of dyslexia and shall be provided appropriate structured language and literacy interventions.~~ Data from screenings should be used to make informed decisions about evidence-based interventions. Progress should be monitored frequently to determine the student's response to the targeted interventions and the rate of improvement. If a student continues to struggle with literacy skills, despite high-quality instruction using a Multi-Tiered System of Supports approach the student shall be referred for SBLC review.

Important considerations: The Individuals with Disabilities Education Act (IDEA) Child Find mandate requires all school districts to proactively identify, locate, and evaluate all students who are suspected of having a disability. If a school system suspects that a student has a disability based on screening data, the district has an obligation to evaluate the needs of the student. The use of screening measures and/or tiered interventions may not be used to delay or deny the evaluation of a student suspected of having a disability.

F. Screening is not limited to students in kindergarten through third grade and may be administered at any grade level if a student exhibits impediments to a successful school experience or upon request of a teacher, parent, or guardian.



# V. Consideration of an update report regarding the literacy coaching initiative



# Literacy Coaching Strategy

## 1. Monthly Communities of Practice Meetings

- a. Facilitate regular gatherings for literacy coaches to share insights, challenges, and successes
- b. Foster a collaborative environment for continuous professional development

## 2. Field Visits

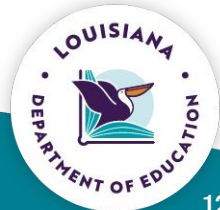
- a. Conduct on-site observations to assess teaching methods, student engagement, and literacy outcomes
- b. Provide real-time feedback and suggestions for improvement



# Literacy Coaching Strategy

## 3. Coaching Support Visits

- a. Offer targeted support to individual coaches or schools, focusing on specific needs or challenges
- b. Facilitate workshops or training sessions tailored to the local context and needs of the school



# Goals for Communities of Practice Meetings

- Build **strong relationships and communities of practice** among literacy coaches
- Provide a collaborative space for literacy coaches **to share success and key learning** from the field
- Provide **support for school/district literacy plan initiatives**
- Deepen literacy coaches' **understanding of the science of reading**
- Assess the **effectiveness of coaching** on teaching practice and student learning
- Provide a professional learning platform for **literacy coaches to learn and grow their professional skills**
- Support effective **implementation of high-quality instructional materials (HQIM)**
- Prepare literacy coaches to **promote the use of resources in the Louisiana Believes literacy library** by teachers and Louisiana families





# Topics from Community of Practice

Sept. 2023: Using Literacy Screener Results to Improve Reading Proficiency

Oct. 2023: Characteristics of High-Quality Instructional Materials

Nov. 2023: Dyslexia 101: Identification, Remediation, & Accommodation

Dec. 2023: Coach's Reflection

Jan. 2024: Improving Literacy Through Data

Feb. 2024: Instructional Decision Making: Improving Student Outcomes



# Meeting Attendance (2022-2023)

Month	Number of Attendees
September	163
October	149
November	187
December	81
January	141
February	136
March	149
April	109
May	74



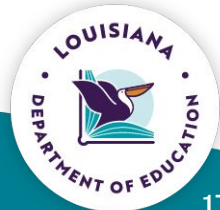
# Meeting Attendance (2023-2024)

Month	Number of Attendees
September	182
October	158
November	148
December	68
January	96
February	122



# Participating Systems

- Acadia Parish
- Allen Parish
- Ascension
- Belle Chasse Academy
- Bienville
- Bogalusa City Schools
- Bossier
- Calcasieu
- Caldwell Parish
- Cameron
- Concordia
- Catahoula
- CSAL/LAVCA
- CSUSA
- East Baton Rouge
- Evangeline
- Einstein Charter Schools
- Franklin Parish



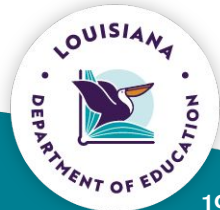
# Participating Systems (continued)

- Jeff Davis Parish School Board
- Lafayette Charter Foundation
- Livingston Parish
- Monroe City Schools
- Orleans Parish
- Ouachita Parish
- Plaquemines
- Pointe Coupee
- Rapides Parish
- Richland
- Saint Martin
- St. Bernard Parish
- St. Charles Parish
- St. Mary Parish
- St. Landry Parish
- St John the Baptist



# Participating Systems (continued)

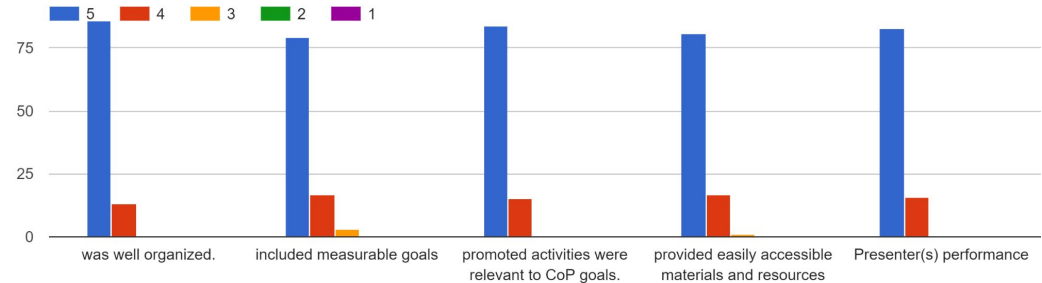
- South Plaquemines Parish
- Southwest Louisiana Charter Academy
- Tangipahoa Parish
- Tensas Parish
- University View Academy
- Vernon Parish
- Winn Parish
- Zachary Community School District



# Meetings Effectiveness Ratings

Measure	Average Rating (out of 5)
Organization	4.8
Goals	4.7
Activities	4.8
Materials & Resources	4.8
Presenter(s)	4.8

After each meeting, participants are requested to evaluate the meeting according to specific presentation criteria. This information is used to improve content and collaboration.



# Impact on Coaching

Each Community of Practice meeting is structured to enhance the skills of literacy coaches. At the conclusion of each meeting, coaches are solicited for feedback on the effectiveness of the presentation in contributing to their coaching skill development.

Measure	Average Rating (out of 5)
Expertise in Literacy Instruction	4.6
Coaching	4.8
Communication	4.7
Leadership	4.5
Analytical	4.8
Collaborative	4.7





# Literacy Coaching Field Visits

Systems/Districts Visited:

Ascension, Calcasieu, Catahoula, Claiborne, Sabine, Allen Parish, St. Mary, St. Martin, Pointe Coupee, Iberia, St. John the Baptist, St. Tammany, South Baton Rouge Charter, East Feliciana, West Feliciana, East Baton Rouge, University View Academy, Zachary Community Schools, Iberville, West Baton Rouge, Jefferson, Iberia, and Lafayette



# Partner Visits

Collaborated with Literacy Specialist Support Partners:

- Attuned
- The Center
- Glean

*Activities included face-to-face walkthroughs, in person professional development, and coaching support sessions via Zoom.*



# Field Visit Highlights

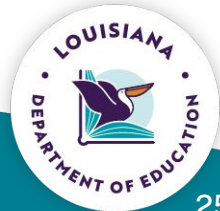
- Coaching relationships and the impact on teacher practice
- Implementation of High-Quality Instructional Materials (HQIM) in Tier 1 instruction
- Focus on phonics instruction across whole group and small group settings
- Additional literacy support through interventions and after-school literacy nights



# Partner Work! Center for Literacy & Learning



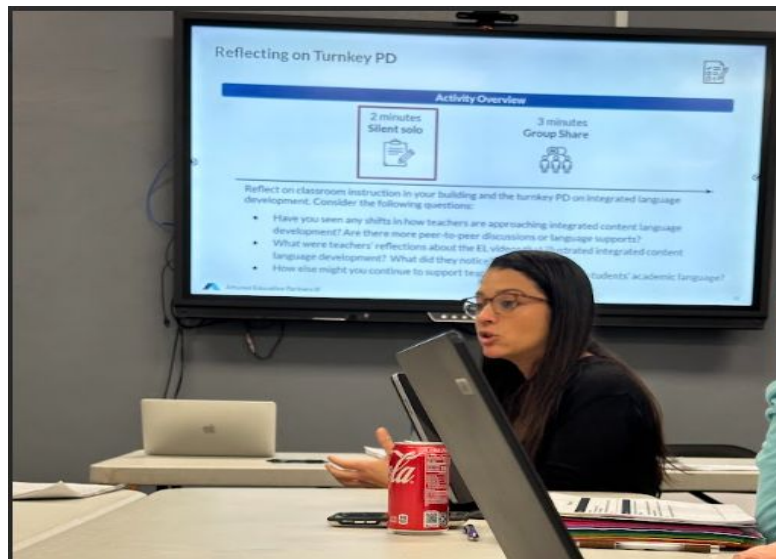
Pamela Marshall, coaching specialist with the Center for Literacy & Learning (CLL), working with coach and teacher in Allen Parish to plan using HQIM.



# Partner Work! GLEAN & Attuned Education



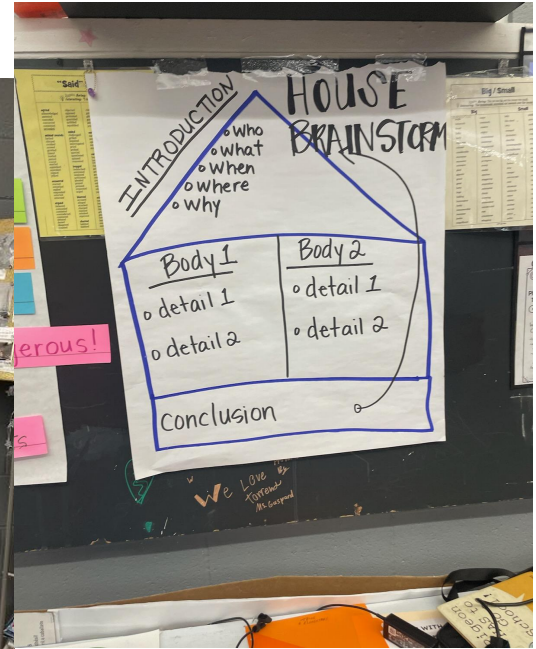
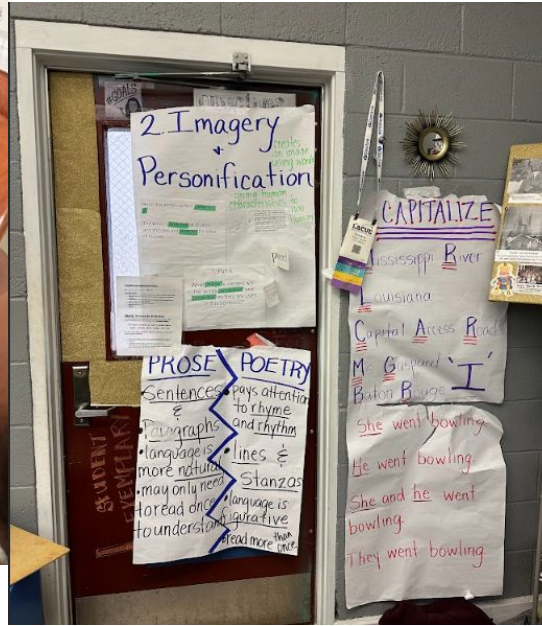
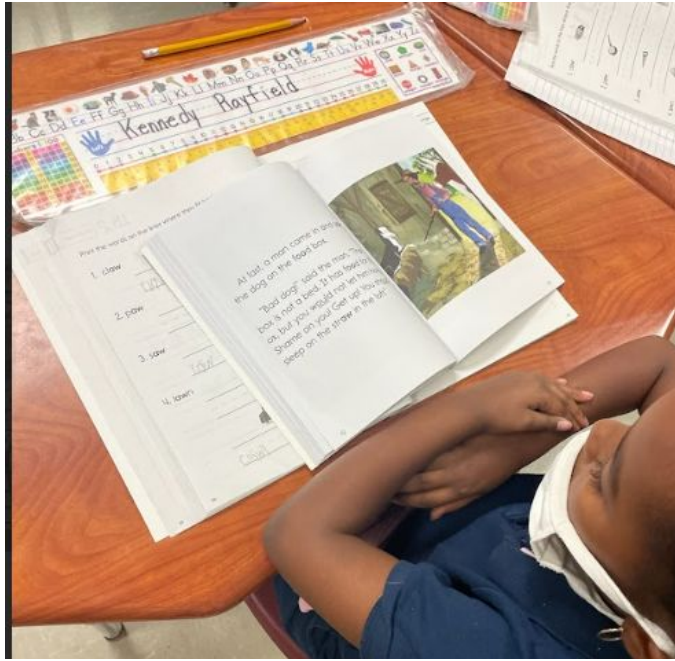
**Featured: Blair Jinks, coaching specialist with GLEAN Education delivering a Structured Literacy & Literacy Coaching Training.**



**Carlin Rosa, coaching specialist with Attuned delivering PD on the use of HQIM.**

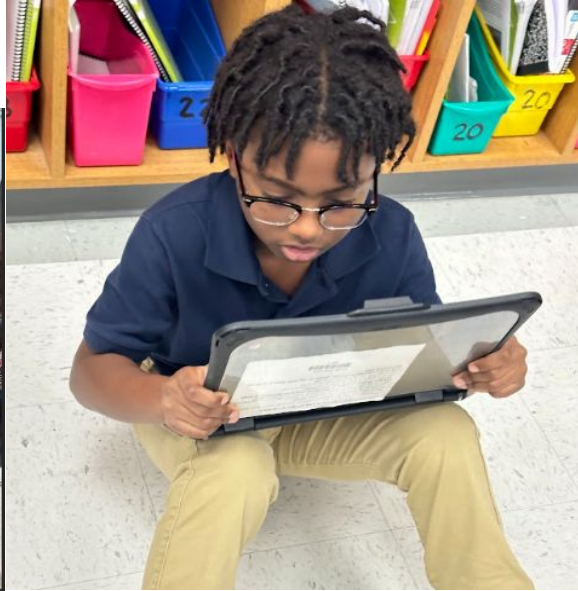
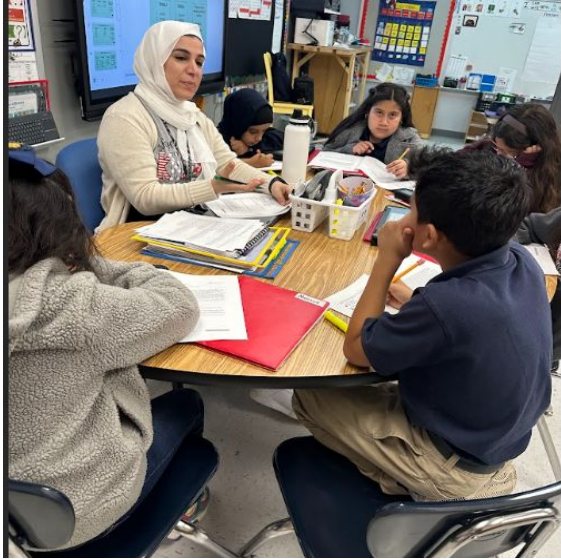


# Tier 1 Implementation: HQIM





# A Walk Into Intervention







# VI. Consideration of an update report regarding Louisiana literacy professional learning



# Pillars of the Louisiana Literacy Strategy



Student literacy outcomes will increase when schools create and monitor **LITERACY GOALS**.



Literacy outcomes will improve when students are provided high-quality core instruction together with **EXPLICIT LITERACY INTERVENTIONS AND EXTENSIONS** based on individual student needs.

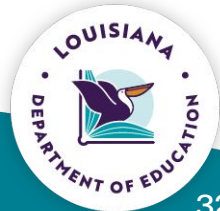


**ONGOING PROFESSIONAL GROWTH** is an essential component of effective teaching and literacy development.



**FAMILIES** play an essential role in the literacy development of children at all ages and stages.

# Foundations of Literacy Training



# Literacy Professional Learning KPI

Objective	Key Performance Indicator	Prior State (2022)	Current State (Est. Feb 2024)	Target (May 2024)	Δ
Identify high-quality professional development vendors to provide literacy foundations training and annually report on completion rates	Percent of teachers and administrators who successfully <b>complete a literacy foundation skills instruction course (K-3)</b>	9%	75%	90%	-15%



# Over 90% Completion

- Algiers Charter School System
- Assumption Parish
- Bienville Parish
- Crescent City Schools
- ENCORE Academy
- Franklin Parish
- Grant Parish
- Jackson Parish
- Jefferson Davis Parish
- Lafourche Parish
- Plaquemines Parish
- Red River Parish
- St. Bernard Parish
- St. James Parish
- St. Mary Parish
- Terrebonne Parish
- The Willow School
- Webster Parish
- West Carroll Parish
- Zachary Community School District



# 100% Completion

- Beauregard Parish
- Cameron Parish
- Concordia Parish
- East Carroll Parish
- Tensas Parish
- Union Parish
- Winn Parish
- Special School District
- LA Schools for the Deaf and Visually Impaired
- LSU Laboratory School
- International School of Louisiana
- Belle Chasse Academy
- Lake Charles Charter Academy
- Morris Jeff Community School
- Mildred Osborne Charter School
- Kenilworth Science and Technology Charter School
- Edward Hynes Charter Schools
- Community Academies of NO School System (K-12 Public Schools)
- Noble Minds
- Northeast Claiborne Charter
- JS Clark Leadership Academy
- GEO Prep Academy of Greater Baton Rouge
- Lake Forest Elementary Charter School
- GEO Prep Mid-City of Greater Baton Rouge
- GEO Prep Baker



# Additional Professional Learning Opportunities

- Regional Collaborations
- Summit and Summit Extension
- Summer Regional Literacy Tour

