

LOUISIANA DEPARTMENT OF EDUCATION



**Louisiana Early Literacy
Commission
October 15, 2021**

Agenda

- I. Call to Order
- II. Roll Call
- III. Consideration of the Purpose of the Early Literacy Commission
- IV. Consideration of a Presentation of the Current Landscape of Literacy in Louisiana
- V. Consideration of the Goals and Objectives for the 2021-2022 Early Literacy Commission
- VI. Public Comment
- VII. Adjournment



I. Call to Order

II. Roll Call





III. Consideration of the Purpose of the Early Literacy Commission



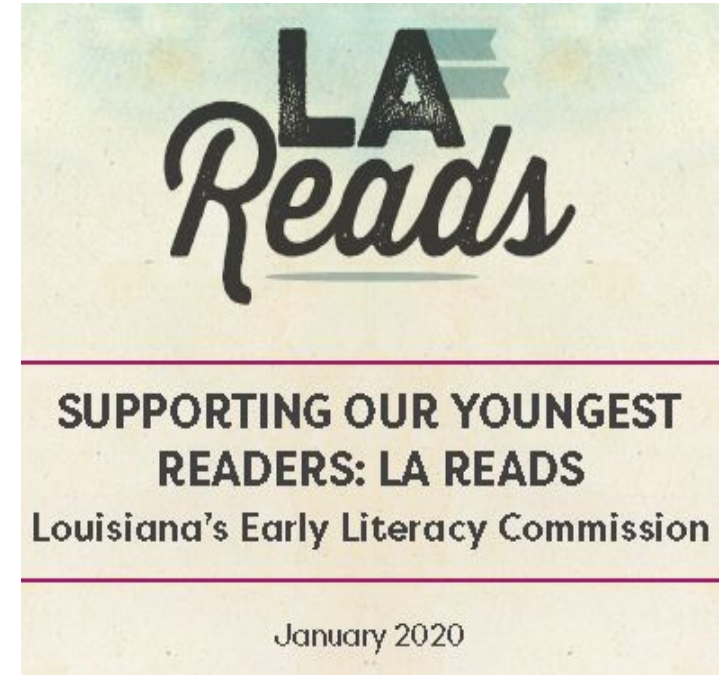
History of the Early Literacy Commission

Louisiana [Senate Resolution 182](#) and [House Resolution 222](#) (2019) established the Early Literacy Commission to study and make recommendations on developing and implementing an aligned system to provide effective evidence-based reading instruction for children from birth through third grade.



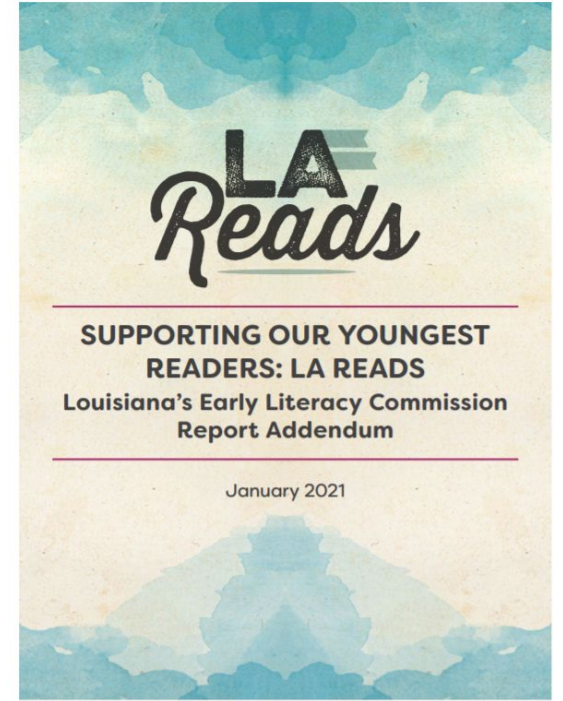
Louisiana's Early Literacy Commission Report

In **January 2020** the Louisiana Early Literacy Commission submitted a [report](#) recommending a **significant increase in the types of training and support available to reading teachers** and an **annual state investment of \$15 million** to carry out such efforts.



Louisiana's Early Literacy Commission Addendum

In **January 2021** the Louisiana Early Literacy Commission submitted an [addendum](#) to the original report strongly reaffirming its 2020 goals and its recommendation of \$15 million of annual state investment.



Early Literacy Commission Recommendations

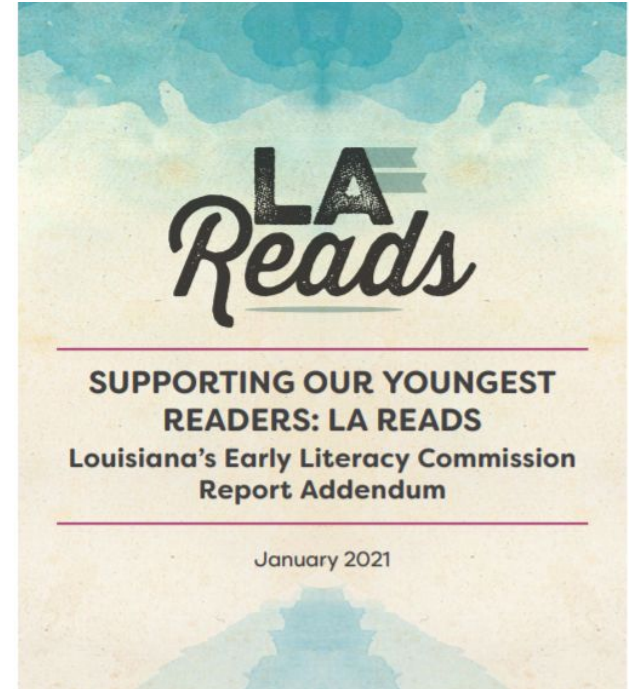
- Every teacher uses a high-quality curriculum to teach students the foundations of reading and language and literacy.
- Every student who struggles to read receives timely research-based literacy interventions.
- Every school has a culture in which all teachers are responsible for and equipped to deliver effective literacy instruction.
- Every school leader maximizes the use of time and personnel through scheduling and collaborative planning.

Early Literacy Commission Recommendations (continued)

- Every teacher effectively uses evidenced-based practices to meet the literacy needs of all students.
- Every educator preparation program emphasizes evidence-based literacy practices.
- Every school system implements a comprehensive literacy assessment plan that includes valid and reliable assessment tools used for different purposes at different times during the school year.
- Every teacher uses literacy assessment data to monitor students' progress and inform instruction.
- Every school community expands opportunities for parents and families to be engaged in their children's literacy development.

Louisiana's Early Literacy Commission Report Addendum

1. Early Literacy Must Be a Louisiana Priority
 - a. The need is significant
 - b. The Commission stands by its initial recommendations
2. Early Progress
 - a. Preliminary investment of \$2 million
 - b. K-2 Literacy Coaching Pilot
3. Building on Progress
 - a. K-2 Pilot, Year 2 + scale of Year 1
 - b. K-2 Accountability
4. Continued Commitment



The 2021 Early Literacy Commission

[Senate Resolution 133](#) (2021) requests the state Department of Education to continue an Early Literacy Commission to:

“examine the impact of the COVID-19 pandemic on childhood literacy and recommend responses to that impact.”





IV. Consideration of a Presentation on the Current Landscape of Literacy in the state of Louisiana



Current Landscape

Louisiana has made significant progress in developing strategy, policy, and partnerships in literacy, but there is still much work to be done to improve student outcomes in literacy.

- LDOE Division of Literacy, Office of Teaching and Learning
- Progress towards Early Literacy Commission (ELC) recommendations
- Legislative Session 2021: Literacy Legislation

Louisiana Literacy: A Reading Revival

Mission

Louisiana students will have improved literacy outcomes through high-quality instruction and interactions by an effective teacher who is supported by leaders and families.



Louisiana's Literacy Pillars



**LITERACY
GOALS**



**EXPLICIT
INSTRUCTION,
INTERVENTIONS,
AND EXTENSIONS**



**ONGOING
PROFESSIONAL
GROWTH**



**FAMILY
LITERACY
ENGAGEMENT**

Literacy Library: On-Demand Resources & Support



- The [Literacy Library](#) includes resources for each pillar with continued additional resources on a rolling basis.
- The Department's Literacy Division will provide ongoing professional growth and support opportunities around these resources.

Statewide Literacy Goal

Louisiana will improve by 10 scale score points on the 2027 NAEP 4th grade ELA assessment.

- This cohort will be the 2022-23 Kindergarteners.
- Increase by 2 points on 2023 NAEP (2021-22 3rd graders).
- Increase by 5 points on 2025 NAEP (2021-22 1st graders).

Early Literacy Commission Recommendation: K-2 Literacy Coaching Pilot

One of the Early Literacy Commission's recommendations is to improve K-2 literacy instruction through state-level literacy coordinators and school-based coaches.

The K-2 Literacy Coaching Pilot engages school system partners to collaborate and develop an effective model to scale in future years.



Early Literacy Commission Recommendation: K-2 Literacy Coaching Pilot

2020-2021: K-2 Literacy Coaching Pilot

- Funded through \$2 million Early Literacy State Fund
- 13 Literacy Coaches
- 2 Regional Literacy Specialists

2021-2122: Literacy Coaching

- Funded through Comprehensive Literacy State Development Grant & ESSER
- 221 Literacy Coaches (PreK-12)
- 16 Regional Literacy Specialists
- Continued Year 2 pilot

Early Literacy Commission Recommendation: K-2 Literacy Coaching Pilot

Key Findings from Year 1

1. Goal Setting is Essential
2. Time and Materials Matter
3. Intensive Professional Development is necessary
4. Families are an important part of a child's literacy journey

Early Literacy Commission Recommendation: K-2 Literacy Coaching Pilot



Early Literacy Commission Recommendation: K-2 Literacy Coaching Pilot



Early Literacy Commission Recommendation: K-2 Accountability

Louisiana currently lacks measures to reflect the success of grades K to 2. The following are the goals of K-2 Accountability System development:

- design a K-2 accountability system aligned to Department's academic strategy and state standards that bridges the gap between ECE and 3-12 accountability;
- pilot, refine, and scale K-2 accountability to reach full implementation by 2023-2024;
- design and implement an improvement strategy aligned to ratings that drives literacy achievement for children in K-2 classrooms; and
- incorporate a Multi-Tiered System of Support.

Early Literacy Commission Recommendation: ELA Collaborative

Recommendation: Review and, as needed, revise the process used to evaluate teacher-preparation and administrator-preparation programs to ensure that literacy coursework in PreK-5 includes the Foundations of Reading (phonological awareness, phonics, and fluency) and Language and Literacy (comprehension and vocabulary) and writing.

The Department has **launched a new opportunity for higher education faculty and K-12 educators to enhance the way aspiring teachers are taught ELA instruction** in Louisiana. The Believe and Prepare ELA Collaborative brings together leading ELA experts from across the state to create a model methods course that aligns K-12, higher education, and research-based best practices.

Early Literacy Commission Recommendation: Family Literacy Engagement

Recommendation: Develop a parent portal with literacy resources and guidance including resources to support students who struggle including students with dyslexia.

Family Literacy Engagement workgroup:

- Developed an exhaustive list of ideas and strategies to promote ongoing communication with families around their child's literacy development.
- Provided a framework of support for school systems to effectively improve and maintain positive, consistent, responsive communication with families.
- Shared a strategic plan with the Department and is now located on our website.
- Created a library of Family Grab and Go activities

Spring 2021 Legislative Session: Literacy

The 2021 legislative session passed multiple pieces of legislation regarding literacy that will work in tandem to support literacy outcomes for children of our state.

- **HCR 11** - Requests the State Board of Elementary and Secondary Education to develop a plan for providing school literacy coaches for students in kindergarten through second grade in elementary schools identified as needing improvement
- **Act 415** - Creates a literacy program for certain public school students
- **SR 133** - Requests the state Department of Education to recreate the Louisiana Early Literacy Commission to study and make recommendations relative to improving reading proficiency
- **Act 419** - Requires the reporting of students identified as having dyslexia

Spring 2021 Legislative Session: Literacy

The 2021 legislative session passed multiple pieces of legislation regarding literacy that will work in tandem to support literacy outcomes for children of our state.

- **Act 108** - This act requires early literacy training for K-3 teachers of reading, math, science, and/or social studies as well as principals and assistant principals of schools that include the K-3 grade levels. It also requires school systems to report on successful training completion to the Department.
- **Act 438** - This act requires early literacy instruction for K-3 students, annual literacy assessment of certain students, literacy supports for certain students, professional development and teacher training around the science of reading, school literacy plans, and annual literacy reporting by schools.

ACT 108

Literacy Foundations Training

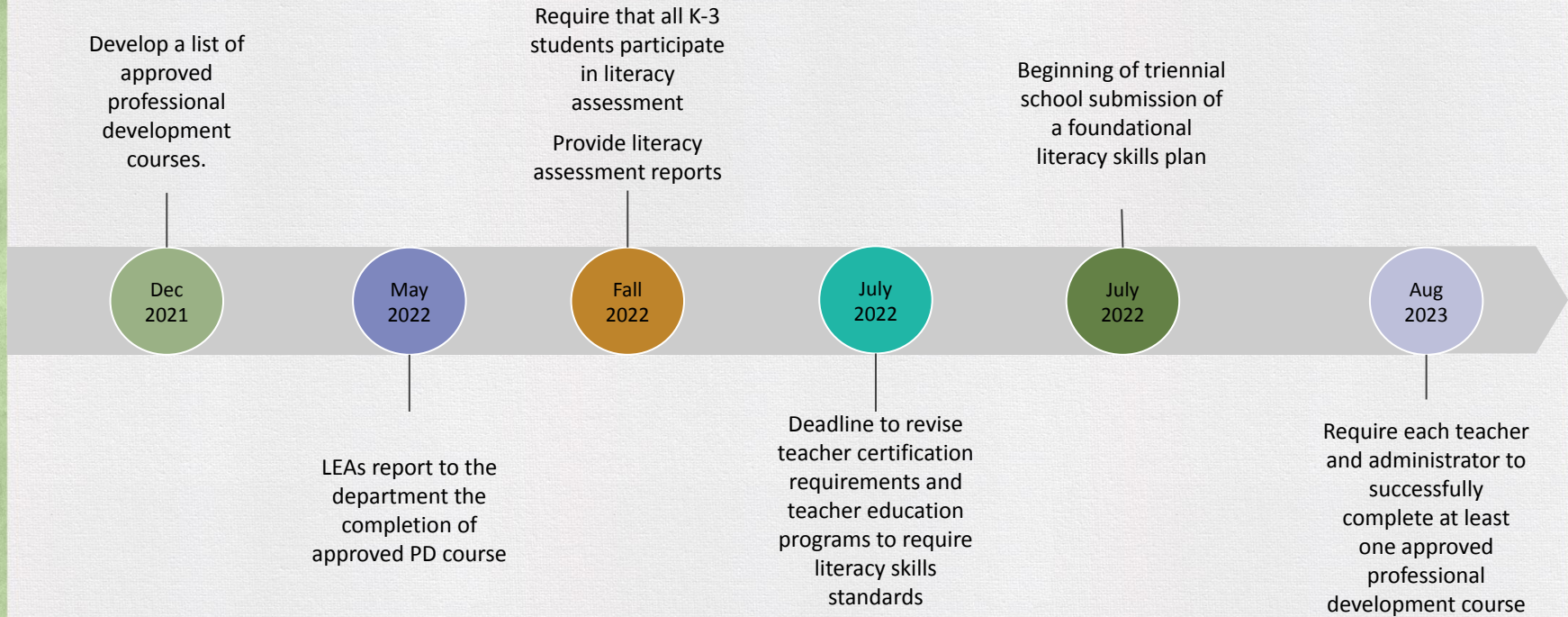
- Act 108 requires:
 - early literacy training for K-3 teachers and administrators based on the science of reading.
 - extensive training in the five components of reading which are phonemic awareness, phonics, fluency, vocabulary, and comprehension.
 - reporting from school systems to the Department on successful training completion.
- Schools and school systems must begin requiring teachers and administrators to complete at least one approved professional development course beginning with the 2023-2024 school year.
- Reporting on successful completion begins May 1, 2022.

Act 438

Literacy Assessment, Reporting, Instruction and Teacher Preparedness

- Act 438 requires:
 - early literacy instruction for K-3 students
 - annual literacy assessment of certain students
 - literacy supports for certain students
 - professional development and teacher training around the science of reading
 - school literacy plans
 - annual literacy reporting by schools

Spring Legislation: Acts 108 & 438





**V. Consideration of the Goals and Objectives of the
2021-2022 Early Literacy Commission**



Goals of the Early Literacy Commission

The commission is tasked with:

1. Gathering and analyzing data to determine the degree to which evidence-based reading instruction is being implemented with fidelity in early childhood care and education settings and in public schools.
2. Conducting an assessment of the number of new educators in classrooms, including kindergarten through third grade teachers, special education teachers, and reading specialists who have undergone training in and have skills in evidence-based reading instruction.

Goals of the Early Literacy Commission

3. Make recommendations relative to the following:
 - a. How colleges of education and alternative certification programs can provide programs of study on evidence-based reading practices for kindergarten through third grade teachers, special education teachers, and reading specialists.
 - b. How the state department can ensure that all teacher preparation programs produce teacher candidates with the competencies needed to teach evidence-based instruction.

Goals of the Early Literacy Commission

- c. How to assist public schools and public school districts in adopting reading programs that utilize systematic and cumulative evidence-based reading instruction.
- d. How the state department can equip educators with the evidence-based competencies and skills needed to ensure the reading proficiency of kindergarten through third grade students.
- e. How the state department can equip parents with practical tools to address potential literacy loss from the pandemic.

Goals of the Early Literacy Commission

4. Reviewing the implementation of methods to increase reading proficiency among kindergarten through third grade students and establish future benchmarks.

Early Literacy Commission Workgroups

In order to accomplish the goals of the ELC set forth by legislation, workgroups will be formed to dig deeper into key topics of discussion.

- Family Engagement
- Curriculum and materials
- Teacher preparation
- Explicit literacy interventions and extensions
- Literacy Coach Expansion

A follow up email will be sent following today's meetings with directions for how to select two workgroups of interest.



Upcoming Early Literacy Commission Meetings

Monday, November 15, 2021

Wednesday, December 8, 2021





VI. Public Comment





VII. Adjournment
