

Adolescent Literacy Act 964 (2026) FAQ

Questions and answers to support school systems in preparing for and implementing the adolescent literacy requirements of Act 964 (2026).

Act 964 of the 2026 Regular Legislative Session establishes requirements to strengthen literacy instruction and support for students in grades 4–8. The legislation includes requirements related to core literacy instruction, literacy assessment, intervention, individual student planning, family communication, professional learning, and local literacy planning. The following questions and answers provide guidance to support school systems in understanding and preparing for implementation of Act 964 (2026).

Act 964 Overview and Implementation

What is Act 964 (2026)?

- [Act 964 \(2026\)](#) establishes requirements to strengthen literacy instruction and improve reading outcomes for students in grades 4–8.
- Act 964 defines adolescent literacy as the development and application of reading, writing, language, and comprehension skills necessary for students in grades 4–8 to access, understand, analyze, and produce grade-level text across subject areas.
- The legislation establishes a comprehensive approach to adolescent literacy that includes evidence-based core instruction, literacy assessment, targeted intervention, individual reading improvement plans, family communication, and educator professional learning.

When do the requirements of Act 964 (2026) go into effect?

- Act 964 became effective August 1, 2026.
- Beginning in the 2026–2027 school year, school systems are required to complete an updated [Local Literacy Plan](#), using the revised template that reflects the grades 4–8 requirements established by Act 964.
- School systems are required to submit literacy plans for schools in their systems using the [K–8 School Literacy Plan Submission Form](#) and post plans on school websites by **September 1, 2026**.
- The remaining requirements of Act 964 begin in the 2027–2028 school year.
- School systems may use the 2026–2027 school year to prepare for full implementation of these requirements.

Literacy Assessment

What are literacy screeners and diagnostic assessments?

- A literacy screener is a brief assessment used to identify students who may be at risk for reading difficulties and need additional assessment or support. Under Act 964, an approved screener must also include progress-monitoring capabilities.
- A diagnostic assessment provides more detailed information about a student's specific literacy skill needs. Act 964 identifies early foundational skills, advanced phonics, vocabulary, and sentence-level comprehension as areas that diagnostic tools should assess.
- Screening helps identify which students may need additional support, while diagnostic assessment helps determine the specific skills that need to be addressed through instruction and intervention.

What literacy assessments can school systems use to meet the requirements of Act 964?

- The Louisiana Department of Education (LDOE) has established [an approved list](#) of literacy skills screeners for grades 4–12 and diagnostic assessments for grades K–12.
- DIBELS 8th Edition paper materials are also approved for use as a literacy skills screener in grades 4–8, providing systems with an option that does not require purchasing an assessment platform.
- The approved list may be updated as additional assessments are reviewed and approved through the Literacy Screeners and Diagnostics Request for Applications (RFA).

Are all students in grades 4–8 required to complete an approved reading assessment?

- No. Beginning in the 2027–2028 school year, Act 964 requires schools to administer an approved reading assessment to students in grades 4–8 who scored below Mastery in ELA on the prior year's state assessment.
- The assessment must be administered within the first 30 days of the school year.

Professional Learning

Where will the required adolescent literacy training be available?

- The LDOE is responsible for developing the adolescent literacy professional development and intervention courses.
- The LDOE-developed adolescent literacy professional learning will be available through the LDOE Professional Learning Platform.

Who is required to complete the adolescent literacy professional development course?

- For purposes of Act 964, a teacher is defined as each grade 4–8 teacher who teaches reading or English language arts, including anyone providing reading interventions.
- These teachers are required to complete an approved adolescent literacy professional development course.
- Students identified with reading deficiencies must have regular access to instruction from an individual who has completed an approved adolescent literacy intervention course and who is a reading teacher, reading specialist, or reading interventionist.

When must required staff complete the adolescent literacy training?

- The adolescent literacy requirements begin with the 2027–2028 school year.

- Additional LDOE guidance will provide specific information regarding course availability and completion expectations.

Are school systems required to track completion of the adolescent literacy training?

- School systems should track completion in the Louisiana Professional Learning Platform to ensure teachers are progressing towards completion in the event of an audit.

Literacy Intervention

Which students are required to receive literacy intervention?

- Students identified as having a reading deficiency based on the results of an approved reading assessment must receive literacy intervention designed to address their identified needs as documented in the [Individual Academic Support Plan](#) (IASP).
- The type and intensity of intervention should be informed by the student's specific skill needs, diagnostic information, progress-monitoring data, and response to instruction.
- Intervention decisions should be reviewed and adjusted based on the student's progress and response to intervention.
- Students are required to receive interventions until the literacy screener no longer identifies them as at-risk.

What types of literacy intervention may be provided to students with identified reading deficiencies?

- Intervention may include Tier II strategic intervention or Tier III intensive intervention, depending on the student's identified needs and the intensity of support required.
 - Tier II intervention provides an additional layer of targeted support using or building from core instructional materials and routines to address specific literacy skill needs identified through student data. Support is provided in a small-group setting. Evidence-based practices for providing targeted literacy support will be included in the LDOE adolescent literacy course.
 - Tier III intervention provides more intensive and individualized instruction for students with significant or persistent literacy needs. Tier III may include [approved specialized intervention materials](#) and approaches matched to identified skill deficits, with increased intensity, frequency, and individualization of support.
- Students receiving Tier II or Tier III intervention should continue to receive high-quality Tier I core instruction. **Intervention should supplement, not replace, access to grade-level core instruction.**

Individual Academic Support Plans (IASP)

Which students are required to have an individual reading improvement plan?

- Students identified as having reading deficiencies based on the approved reading assessment must receive an [individual reading improvement plan](#).

When must an individual reading improvement plan be developed?

- The plan must be developed within 30 days of the student being identified as having a reading deficiency.

Who is responsible for developing the individual reading improvement plan?

- The plan is developed by the student's teacher, reading specialist or interventionist, principal or designee, and other pertinent school personnel in collaboration with the student's parent or guardian.
- The parent or guardian must receive a written copy of the plan.

What information must be included in an individual reading improvement plan?

- The plan identifies the student's specific reading deficiencies, goals and benchmarks for growth, measures for monitoring progress, and interventions and supplemental services designed to address the student's needs.
- The plan also includes strategies and resources for families and must align with the student's Individualized Education Plan (IEP), when applicable.

How long does an individual reading improvement plan remain in place?

- The plan remains in place until the student no longer demonstrates a reading deficiency based on an approved reading assessment or the state ELA assessment.
- Plans developed in a prior school year must be reviewed during the first eight weeks of the following school year. The review includes consideration of the effectiveness of prior interventions, needed updates, and input from members of the team that developed the plan.

Can an individual reading improvement plan be combined with another required student plan?

- Policy combines all plans, excluding the IEP and 504 plans, for one comprehensive plan, which is referred to as the IASP.
- IEP and 504 plans should still be followed, and there should be considerations to align plans when possible.

Family Communication

When must families be notified that a student has been identified with a reading deficiency?

- The student's parent or legal guardian must be notified in writing within 15 days of the student being identified with a reading deficiency based on assessment results.

What information must be provided to families?

- Written notification must inform the family that an individual reading improvement plan is being developed, describe the services currently being provided, and provide resources or strategies the family can use to support reading at home.
- Families must also receive written information about the student's progress toward becoming a skilled reader with each progress report.