

Louisiana Literacy Advisory Commission Report

Status of Louisiana Literacy and Financial Commitment January 2024

Voting Members

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

Mattilyn Karst Batson
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Louisiana Literacy Advisory Commission

[Act 208](#) of the Spring 2023 legislative session enacted the creation of the Louisiana Literacy Advisory Commission for the purpose of providing recommendations for improving, strengthening, and supporting literacy in Louisiana. The commission shall be comprised 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 commissioner of higher education, who 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.

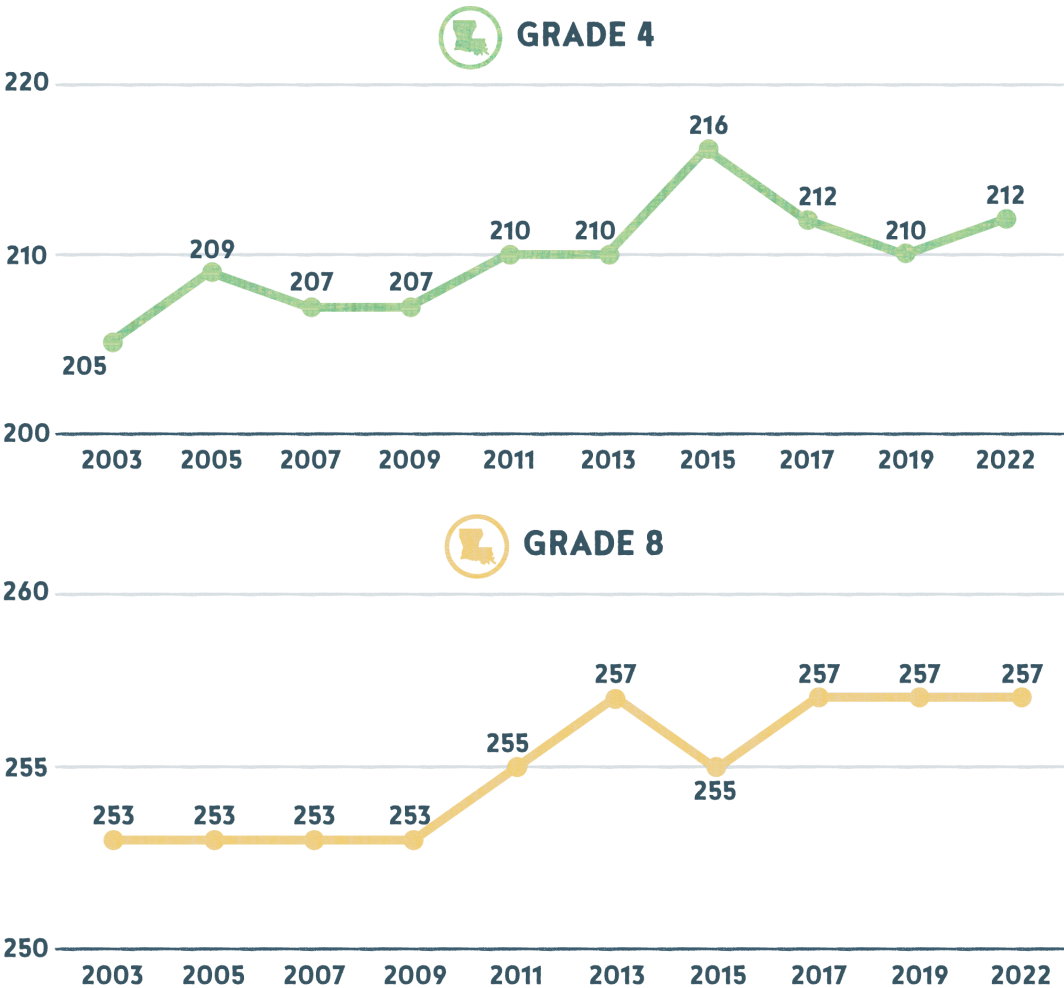
Status of Louisiana Literacy

Benchmark Reporting

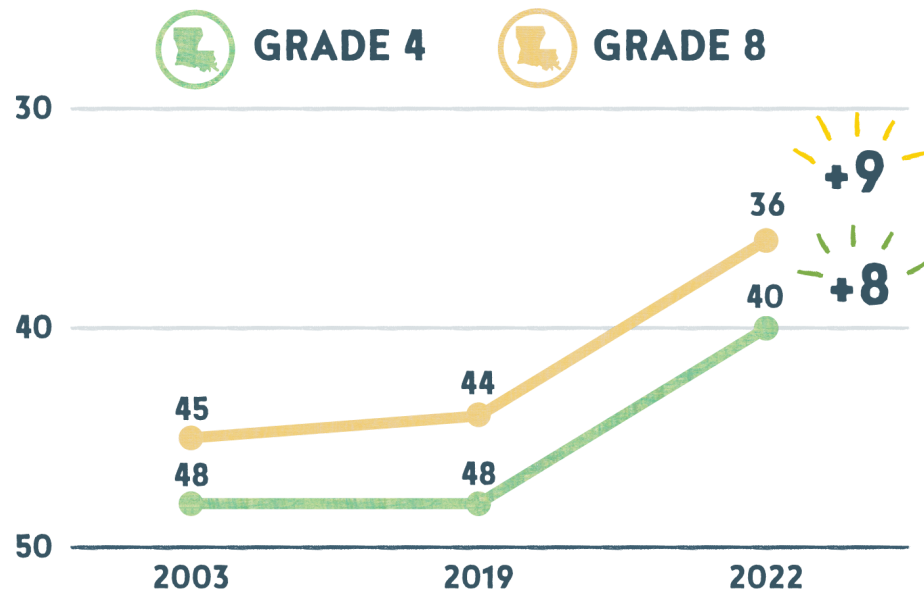
NAEP (4th and 8th Grade)

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 data for the Reading portion over the course of the past two decades. While the national scale score average declined by 3 scale score points on both the 4th and 8th Grade Reading assessment from 2019 to 2022, Louisiana led the nation in growth by increasing by two points on the 4th grade Reading assessment. In 8th grade, Louisiana maintained their pre pandemic scale score. This growth also led to the increase in national rankings. Louisiana now ranks 36th in 4th grade Reading and 40th in 8th grade Reading.

Scale Scores



National Rankings

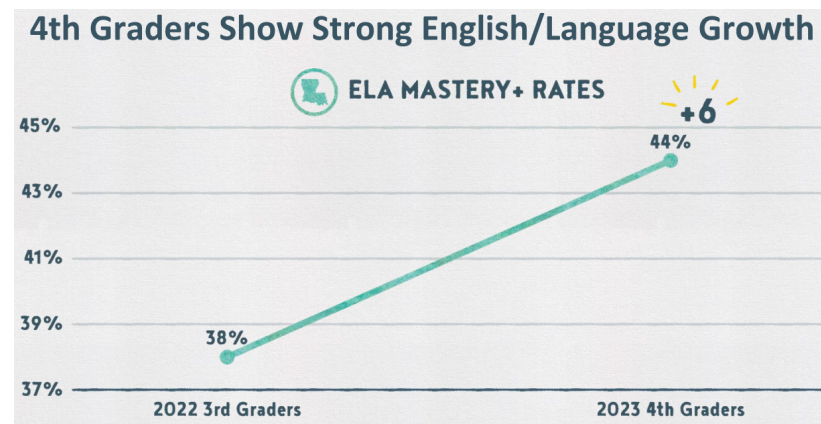
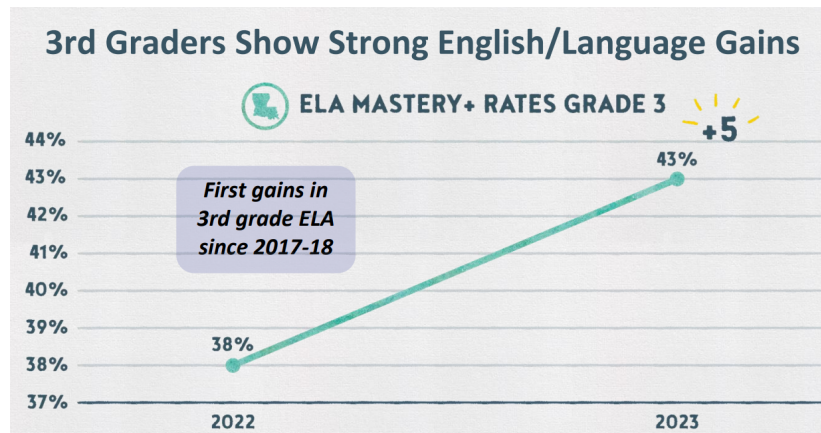


LEAP 3-12 ELA Mastery Rates

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

Year	2023	2022	2021	2019	2018
% Mastery	42%	42%	39%	44%	43%

2023 ELA LEAP Highlights



ACT (High School)

Class of Seniors	2022	2021	2020	2019	2018
ACT Composite Score Average	18.1	18.2	17.8	18.9	19.3

Literacy Screener (Kindergarten - 3rd Grade)

Policy requires that all Kindergarten through third grade students are assessed using a literacy screener. Prior to the 2023-24 school year, school systems had an option of choosing between 4 literacy screeners: DIBELS 8th, Acadience Reading, STEEP, and STEP. They also only had to report proficiency data on one measure:

- Kindergarten - First Sound Fluency
- First Grade - Nonsense Word Fluency - Letter Sounds
- Second Grade - Oral Reading Fluency
- Third Grade - MAZE (Reading Comprehension)

Below are the proficiency rates for the Fall Reading Data Collection.

	2022	2021	2020	2019	2018
Kindergarten	39.2%	41.5%	40.4%	43.3%	50.2%
1st	50.1%	49.6%	42.3%	54.2%	60.6%
2nd	54.4%	52.5%	48.4%	55.9%	58.7%
3rd	54.5%	53.2%	49.5%	52.9%	59.1%

2023-2024 Screener Shift

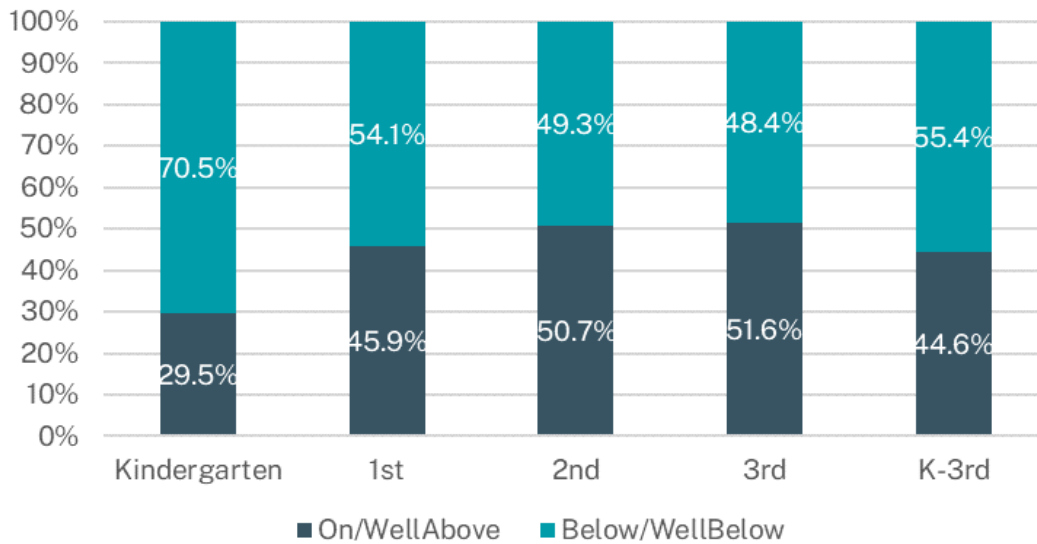
Beginning in the fall of 2023, school systems must screen all students based on the DIBELS® 8th Edition screener. The screening assessment measures particular skills that are typically predictive of later reading success. The skills build upon each other from one grade level to the next and are appropriately 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

Fall 2023 results revealed that 29.5 percent of kindergarten students, 45.9 percent of first graders, 50.7 percent of second graders, and 51.6 percent of third graders scored proficient on the full battery of the screener. This is the first year of the LDOE administering one universal screener to all students in kindergarten through third grade. This is also the first year school systems have reported on the full battery of a literacy screener. As such, the results below should represent the new baseline of scores for the fall literacy screener results. For a more detailed snapshot of the fall literacy screener results by grade, subgroup, school system, and school, visit [LDOE School Performance](#).

Reading Level by Grade Level



Louisiana Literacy Advisory Commission Subcommittees

At the first Louisiana Literacy Advisory Commission meeting, the commission members agreed to explore five key areas around literacy. Commission members served on subcommittees to learn about the current initiatives and seek areas for exploration. The commission chose the following areas:

Adolescent Literacy

- Current Initiatives:
 - The LDOE Literacy Division provided the [Adolescent Literacy](#) Professional Development Series on the Science of Reading beginning in Fall 2022.
 - The [Content Literacy Series](#), which provides evidence-based practices grounded in the Science of Reading to help students in middle and high school access information and knowledge in the sources and texts that they encounter across content areas including professional development, was released at the 2022 Teacher Leader Summit.
 - The [LIFT Library](#), which is designed to support teachers in identifying gaps in foundational skills knowledge for students in grades 3 and up and provides the interventions to address those gaps, was released at the 2022 Teacher Leader Summit.
 - [FIRE](#) Lessons to provide 3rd-5th grade mini-lessons on grammar, spelling, and morphology - Released Unit 1 in November 2022, Unit 2 in January 2023, and Unit 3 in March 2023.
 - The literacy division is continuing to work on additional guidance around small group instruction and intervention that aligns to the new literacy screener.
- Additional Areas for Explorations
 - Explore research around technology services to include, but not limited to, text to speech and speech to text.
 - Providing training for leaders and teachers around instructional coherence across curriculum and supplemental programs.

Data

- Current Data Available:
 - LEAP data - Spring 2023 ELA LEAP data revealed the following proficiency levels by grade level.

Percent of Students at Each Achievement Level

Grade	Advanced	Mastery	Basic	Approaching Basic	Unsatisfactory
3rd	6%	36%	20%	16%	22%
4th	10%	34%	24%	19%	12%
5th	3%	37%	29%	20%	10%
6th	7%	32%	29%	22%	10%
7th	14%	28%	25%	19%	14%
8th	10%	36%	24%	17%	13%
Eng I	10%	33%	24%	19%	14%
Eng II	15%	32%	20%	15%	18%

- Literacy Screener - Students took Amplify's DIBELS 8th Literacy Screener in the fall of 2023. Overall results revealed the following proficiency rates.

Percentage of Students Scoring Proficient Science of Reading Training

Kindergarten	First	Second	Third
29.5%	45.9%	50.7%	51.6%

- Foundations of Literacy Teacher Training
 - Act 108 - 47% completed as of April 1, 2023
 - 4th - 8th grade SOR Modules provided through a State Personnel Development Grant - 1,392 enrolled
- Dyslexia Ancillary Certification
 - Currently have 2 LDOE Certified Dyslexia therapists and 13 practitioners
 - Cohort of 25 educators being trained through the Dyslexia Resource Center, second cohort to start early summer

- School Literacy Plans: Policy requires all K-3 schools submit their literacy plans. The following numbers were submitted as of 11/20. All Comprehensive Intervention Required (CIR) Schools will receive feedback on their plans. Feedback on all other schools are available upon request.

# K-3 Schools	# K-3 Plans Submitted	# CIR Schools	# CIR Schools Submitted
829	642	201	177

- The subcommittee has requested the following additional data:
 - List of curricula, including supplemental, being used across the state by school system
 - Act 108 data per LEA
 - Analysis of literacy rates at schools with literacy coaches

Dyslexia

- Current Initiatives
 - As a result of [Act 266](#) of the 2023 legislative session, a Request for Proposals will be released to identify a dyslexia screener for all Kindergarten students to be screened for dyslexia at the end of the school year.
 - The Department has offered training through The Dyslexia Resource Center for two cohorts of educators to certify as dyslexia practitioners with the first cohort to start in Fall 2023 and the second cohort to start in Spring 2024.
 - Provide guidance to educator preparation providers for the inclusion of dyslexia content into coursework
- Additional Areas for Exploration
 - Create a Dyslexia Parent Guide to provide guidance for parents of children with dyslexia
 - Updates to the Bulletin 1903 Dyslexia Guide to include a supplemental list of programs to use with students with Dyslexia.
 - Future dyslexia trainings for the following groups:
 - School leaders and teachers
 - School Building Level Committee (SBLC) and pupil appraisal
 - Parents
 - Placement support for dyslexia practitioners/therapists

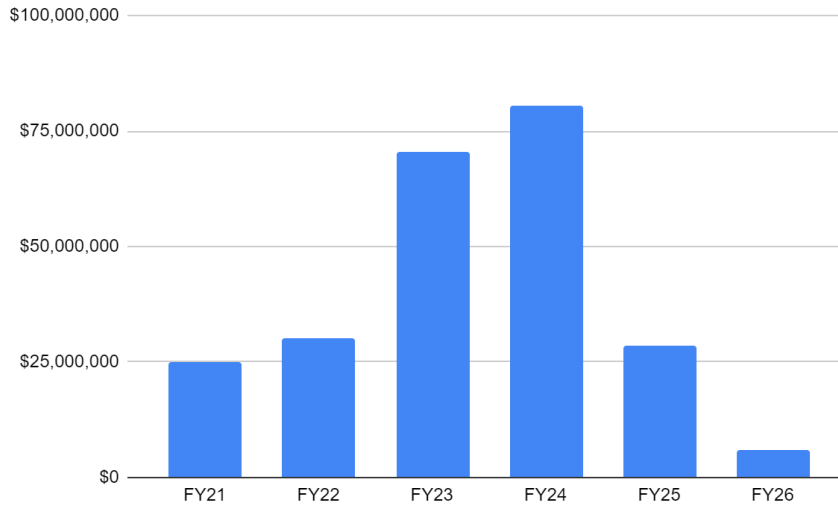
Early Childhood

- Current Initiatives
 - Use of high-quality instructional materials, including assessment tools
 - Building a robust professional development program aligning with early childhood teacher competencies
 - Developing a crosswalk to align Kindergarten entry assessment measures with other early childhood assessment measures.
- Additional Areas for Exploration
 - Create specialized workgroups to assess and define the essential competencies required for early childhood educators
 - Gather pre-kindergarten participation/attendance data to inform kindergarten readiness assessments, facilitating a better understanding of students' early educational backgrounds
 - Design and offer professional development opportunities focusing on foundational literacy instruction for early childhood teachers

Funding

- Current Funding Sources

Literacy Funding by Year



Funding by Program

Program	Funding	Funding Source	Expiration
Literacy Coaches	\$16.2 million with 50% match from LEA	Comprehensive Literacy State Development Grant	FY 25
Literacy Specialists	\$2 million per year	ESSER	FY24
Literacy Training	\$9.7 million over 2 years	ESSER	FY24
Literacy Tutoring	Approximately \$4 million per year	ESSER and Real-time Early Access to Literacy Grant	FY24
R.E.A.D. Program	\$2.5 million per year	State Appropriation	FY24

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 the literacy coaching and tutoring initiatives.

Looking Ahead

The commission members will continue to explore the areas mentioned in this report, as well as make recommendations for improving, strengthening, and supporting literacy in Louisiana. In addition to the areas previously mentioned, the commission may explore additional areas, such as how to better serve students with disabilities and English language learners.

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