



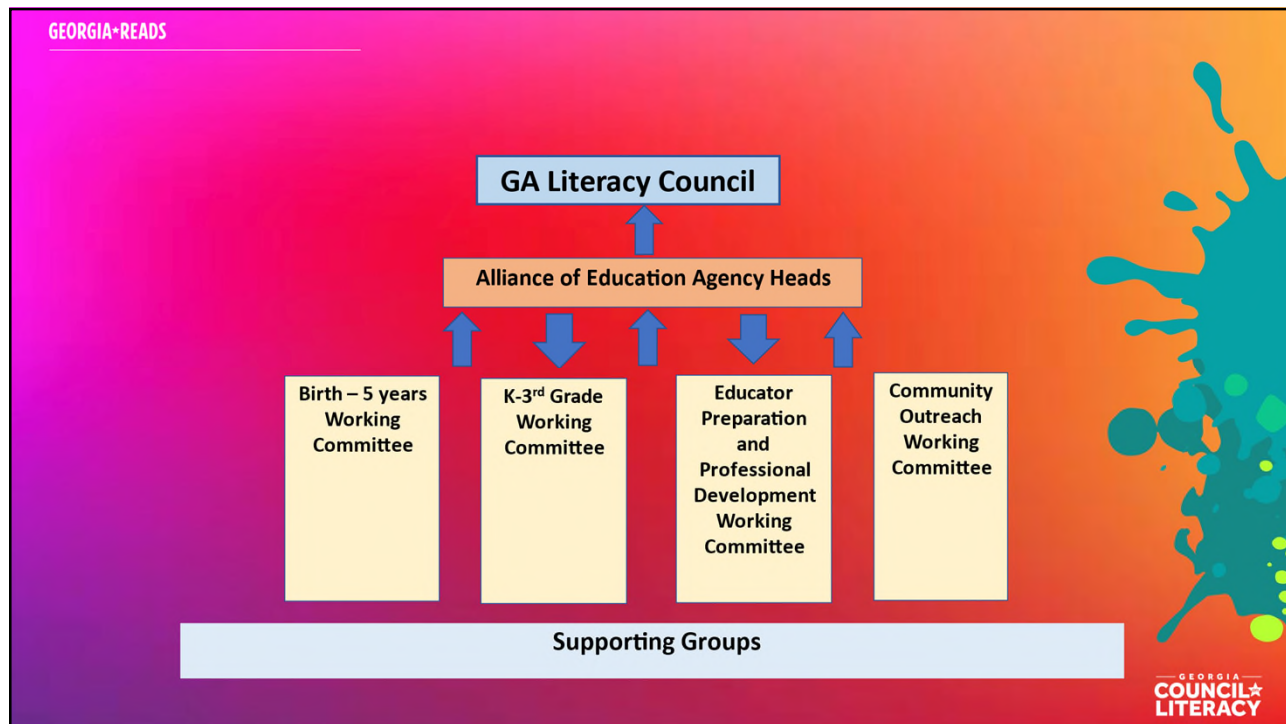
GEORGIA
COUNCIL^{on} LITERACY

November 19, 2024 Council Meeting
10 a.m. – 2 p.m.
Lanier Technical College
Hall Campus

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3


Let's READ



Georgia!

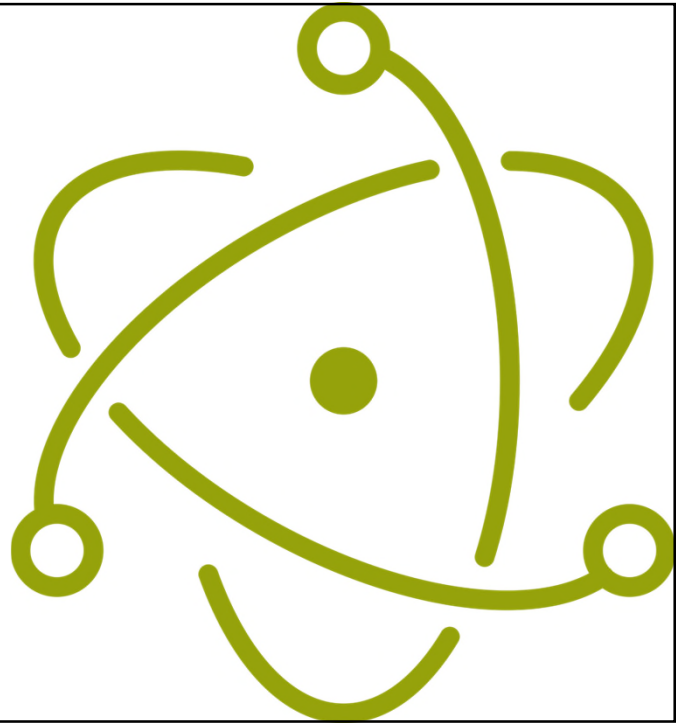
**RESA Regional
Literacy Coaches
Quarter 1
Data Report**

Presented To the
Georgia Literacy Council
11.20.2024
Gainesville, GA



4

How in the
world did
we get
here?



5

Coaching Work in Georgia...

Georgia's Three Pronged Approach to Literacy Coaching

- Growing Readers (10 years and going strong)
- School Improvement Structured Literacy Coaches in **CSI Schools**
- RESA Regional Literacy Coaches

And... we are all working in tandem to help Georgia students
read and read well!

6



Not pictured: Geneva Brazeal, Helena Foster, and Janne Childs

**Let's
READ,
Georgia!**

**Design Team
&
Implementation
Team**

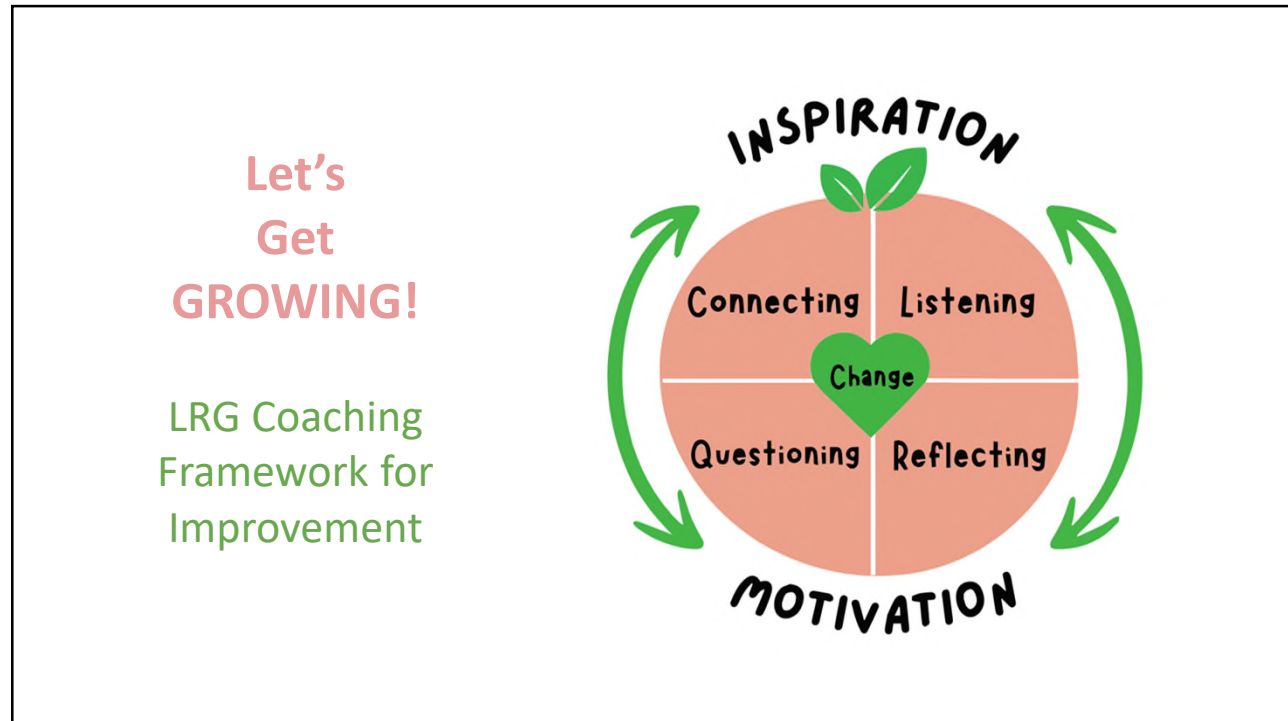
2024-2025

7

- Science of Reading
- Georgia Coaching Standards
- Experienced & Trained Personnel
- Support from the Classroom to the District Level
- Professional Learning Community
- Research Based using the “Ten Roles of Coaching” Joellen Killian
- **Systematic Implementation delivered to all districts in Georgia**



8



9

First Quarter Data Report Highlights

(July 1 - October 31, 2024)

- 62 RESA Regional Literacy Coaches, Hired and completed initial training and Quarterly Seminar #1
- 17 Design & Implementation Team Members
- 57 RESA Regional Literacy Coaches have completed Micro-Credential, Part 1
- 5 Coaches have completed Micro-Credential, Part 2

10

Our coaches represent each of **Georgia's 16 RESAs** and have...

- 29 average years of experience as educators
- 94% have 20 plus years experience
- 84% have been Elementary Classroom Teachers
- 50% have previously served in formal coaching roles
- 33% have served as building leaders
- Sample Credentials include: Reading Specialist degree; Reading, Dyslexia, and Coaching Endorsements; LETRS, OG, Cox Campus Literacy Training; Tier I & II Leaders



11



Featuring some of the best and brightest literacy & coaching experts in our state!



12

Coaching sessions
conducted by
LRG Coaches...



7.1.24-10.31.24


13

Number of school
personnel attending
coaching sessions...



7.1.24-10.31.24

14



- District Coaches
- School Coaches
- District Leaders
- School Leaders
- Classroom Teachers
- School Literacy Leads
- **And Each Other!**

15

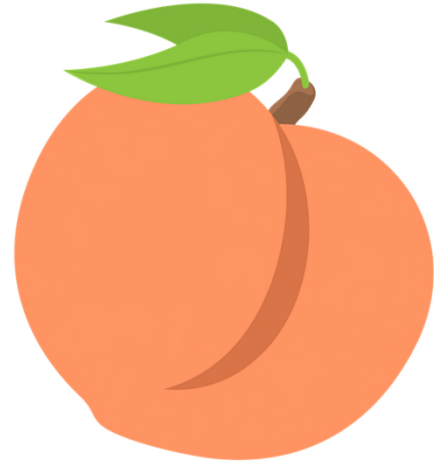
RESA Regional Literacy Coaches have
engaged with **143**
of the **180** systems!



16

**Here to share
our stories...**

Barbara Coleman
Ranecci Hampton
Jennifer Adams



17

Want To Learn More about LRG?



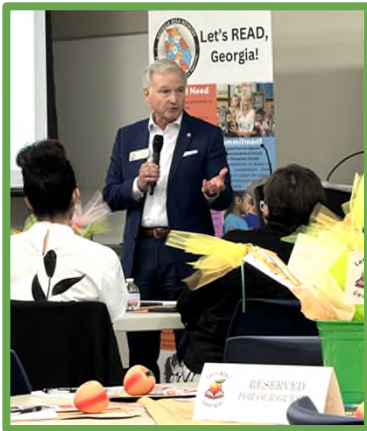
**Let's READ,
Georgia!**



LRG Public Website
Coming Soon to all RESA Websites!

18

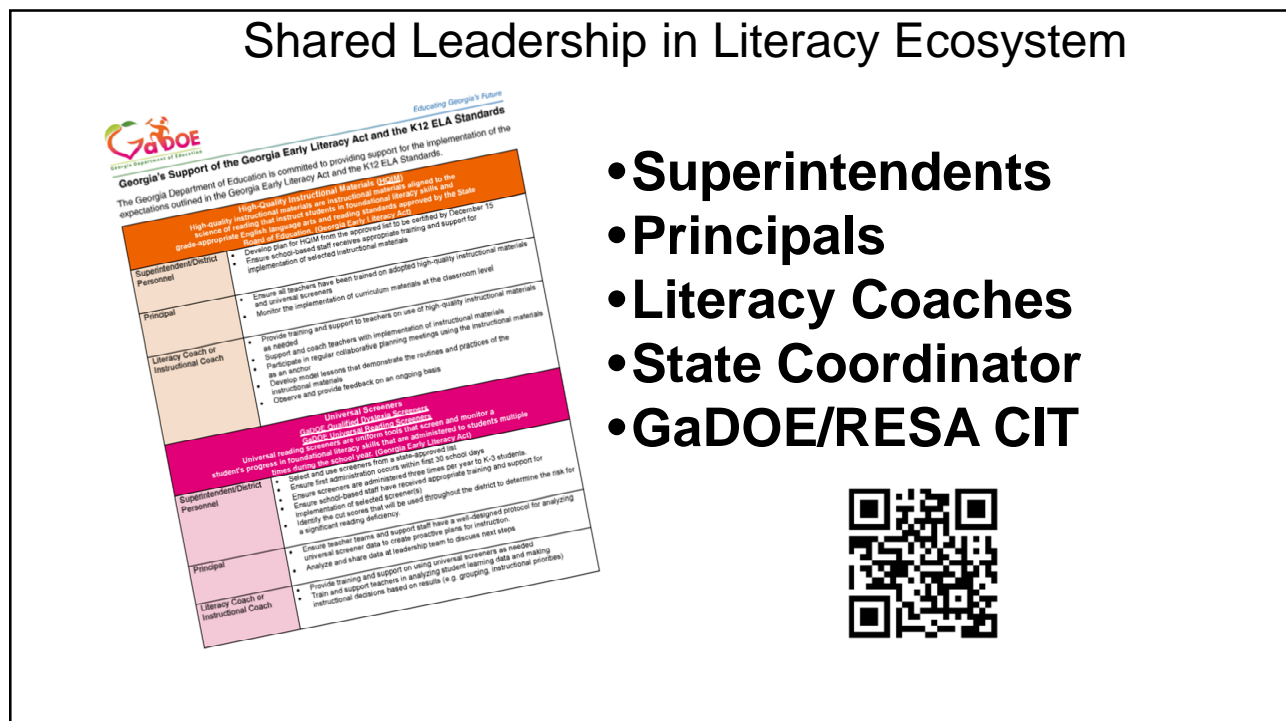
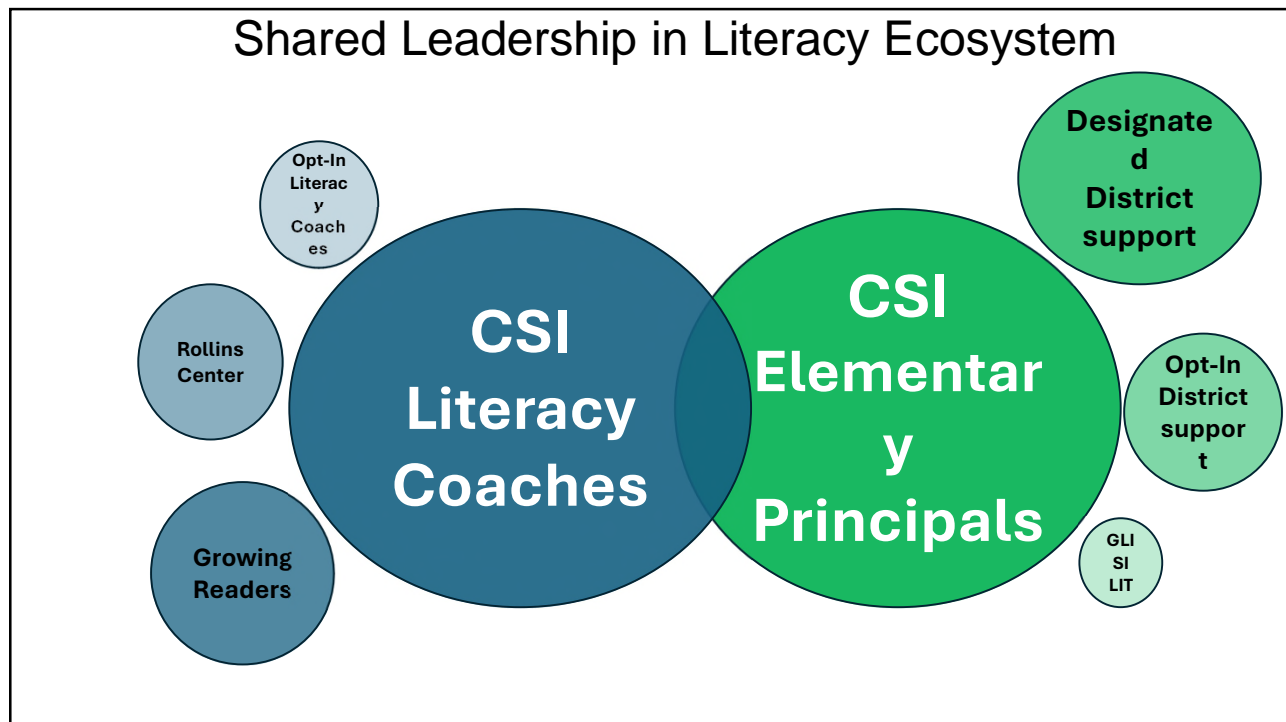
Thank you for this opportunity...



19

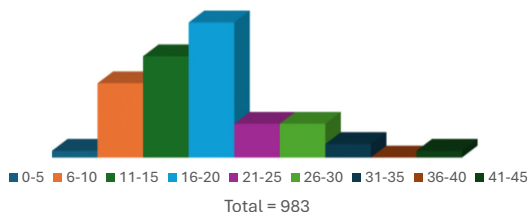


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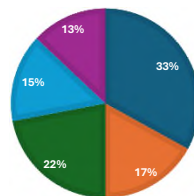
Providing Differentiated Support

Number of PreK-5th Grade Teachers Served

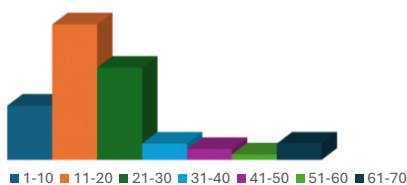


PERCENTAGE OF WEEKLY SCHEDULE

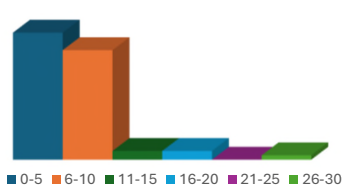
Classroom Walkthroughs Leading Attending Preparing



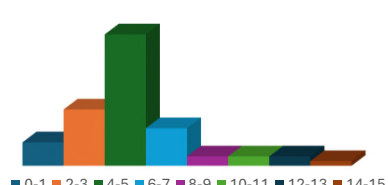
Data-Based PLCs Led by CSI Literacy Coach



Formal Trainings Led by CSI Literacy Coach



Coaching Cycles Led by CSI Literacy Coach



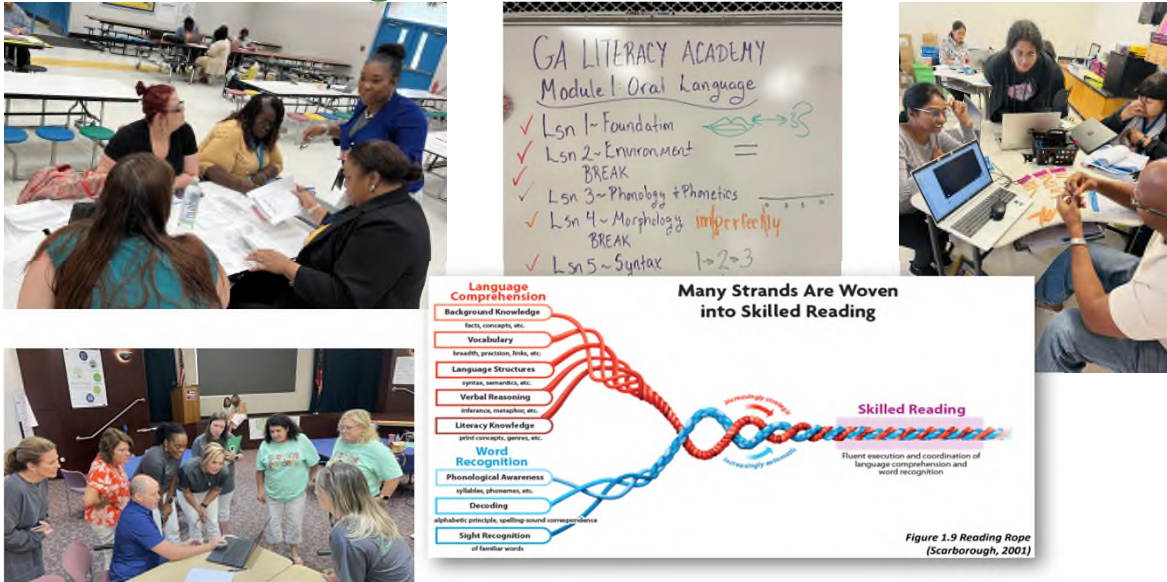
23

Providing Differentiated Support

Prep Work	1:1 Coaching	Group PL	Learning Walks	Coach Collabs	Coach PL
Hufcherson's Weekly Schedule-- Coaching Log HOL Planning Scope & Sequence					
	M- 21st	Tu- 22nd	W- 23rd	Th- 24th	F- 25th
7:45	Wit and Wisdom Walk at Fowler Drive	Prep for SOR PL on Thursday	Let's READ, GA Session 2 (Madison County BOE)		
8:30		Informal DDI (FQ3) w/ Kinder		SOR PL- Kinder	Adjust ELT Plan
9:15		EOM Scoring w/ First		SOR PL- First	Weekly Summary for October 14-18, 2024
10:00		ELA PLC w/ Second		SOR PL- Second	Anna K. Davis Elementary in Rome City Schools
10:45		Prep for SOR PL on Thursday		SOR PL- Third	Kay Scherich - Structured Literacy Coach
11:30		Coaching (Foundations w/ Long) 12:25-1:00		Coaches Check-In	Adjust ELT Plan
12:15		Learning Walk (WW) Long		Coaches Check-In	Daily
1:00		Learning Wednesday Prep w/ Peacock (1:30-2:15)		SOR PL- Fourth	Observed Long F (12:25-1:00)
1:45		Coaching w/ K. Smith (SPED)		SOR PL- Fifth	Monday
2:15				Check-in w/ NIK (2:30-3:00)	<ul style="list-style-type: none"> Led the District Wide CKLA/Now Standards Collaborative Planning Session Afternoon worked on cleaning up and catching up Collaborated with 2nd grade teacher on setting up her sound wall and effectively Check/follow up on data entry of Weekly Assessments
3:00			Learning Wednesday (McGinnis Lead)	Debrief w/ Long (3:00-3:15)	<p>Tuesday</p> <ul style="list-style-type: none"> Collaborated with the Media Specialist to launch our book of the series Needs More Purple Schools CIT Meeting Collaborated with two more 2nd grade teachers on setting up their sound wall to use them effectively (individually) Observed in 2 classrooms - followed up with scheduling for me to mc <p>Wednesday</p> <ul style="list-style-type: none"> Preparation for faculty meeting discussion of Module 3 Preparation for Collaborative Planning next week Observed in classrooms during Skills and Knowledge blocks of CKL/ <p>Thursday</p> <ul style="list-style-type: none"> Collaborated with two 1st grade teachers on setting up their sound wall and them effectively Observed in first grade classrooms Followed up with first grade teachers about coming in to model
	SILT Meeting			ILT- STAP (10:30)	
	Foundations Support K-3 (Trawick)				
	Trawick's Notes Regarding Foundations Visit				

24

Linking Research to Practice



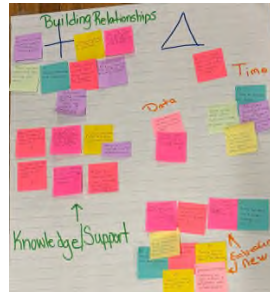
25

Linking Research to Practice

Universal Screeners	HQIM	Structured Literacy Training
i-Ready x 18	Wonders x 16	Ga Literacy Academy x 42
STAR x 16	<i>District Bundle</i> x 15	LETRS x 18
MAP Reading Fluency x 14	myView x 11	
Amira x 3	Into Reading x 9	
Fastbridge x 2	CKLA x 5	
mCLASS x 2	Benchmark Advance x 4	
Acadience x 1		
CORE Phonics x 1		
Early Years Universal x1		
John's BRI x 1		
MAP Growth x 1		

26

Continuously Refining Knowledge and Processes



27

Engaging in Individual and Collective Support

Weekly, Biweekly, or Monthly 1:1 Check-ins

- Typically virtual; in-person as needed or requested

Virtual PLC Fridays 2:00 – 3:00

- 1st Friday Collaborative Problem-Solving with School/District Data
- 2nd Friday Coaching Moves PL and Interactive Practice
- 3rd Friday Curriculum Resources Rollout and Troubleshooting
- 4th Friday Georgia Literacy Academy Modules

Quarterly Regional PLCs

- | | | | | |
|----------------|-----------------|------------------|-----------------------|-----------------|
| ○ Southwest: | Oct 22 Columbus | Dec 9 Macon | Mar 11 Albany | May 13 Valdosta |
| ○ Southeast: | Oct 28 Savannah | Dec 11 Claxton | Mar 12 Wadley | May 14 Augusta |
| ○ Metro South: | Oct 3 Griffin | Dec 12 McDonough | Mar 13 Stone Mountain | May 15 Athens |
| ○ Metro North: | Oct 4 Rome | Dec 10 Atlanta | Mar 14 Gainesville | May 16 Atlanta |

Open Office Hours – Responsive virtual or in-person support by request via email, phone, or [Book time to meet with me](#)

28

Dr. Nik Philmon
State Literacy Coaching Coordinator

nik.philmon@doe.k12.ga.us

(404) 522-3550

29

Preparing students
for life.

www.gadoe.org



@georgiadeptofed

[youtube.com/user/GaDOEmedia](https://www.youtube.com/user/GaDOEmedia)



30

Georgia Literacy Plan: Vision 2030

Turn the page to a
brighter future.



31

Georgia Literacy State Goals & Action Plan Overview

Georgia is turning the page to a brighter future.

We will lead the nation in literacy by ensuring that every child is on a path to proficient reading and beyond. Every educator will have the knowledge, skills, and support to teach children to read. In Georgia, the development of literacy and language skills will begin at birth. Every child will be equipped with the foundational reading skills for learning and life. Every community in the state will have access and opportunities to grow and sustain successful, literate citizens.

*"Reading should not be a
privilege, but a birthright."*

Former Georgia First Lady, Sandra
Dunagan Deal

The Georgia Literacy Plan: Vision 2030 is comprised of three documents:

1 | Background Information & Research

Provides background information
and guidance about literacy,
rooted in current literacy research.

2 | Goals, Objectives, & Action Plan

Outlines the state goals, actions,
and metrics for improvement.

3 | Implementation Plan

Details an implementation plan
for statewide improvement.

This plan is a collaborative effort of the Georgia Council on Literacy, in conjunction with state agencies, education practitioners, and experts in the field of education.

32

Georgia Literacy Goals & Objective Framework

1 Every child a reader

Every child in Georgia will be a proficient reader by the end of third grade.

Students beyond third grade will continue to enhance their literacy skills with increasingly rigorous and complex materials.

Children entering kindergarten will have a foundation of skills essential for language and literacy learning.



2 Every educator prepared

Educators will have the knowledge and skills to effectively teach all students to read.

Educational leaders will have the knowledge and skills to support educators in implementing effective literacy instruction for all students.

3 Every community supported

Families and communities will have access to knowledge and resources to actively engage in literacy.

Every adult in Georgia will possess literacy skills essential for the workforce and daily life.

33

Every child a reader

Objective 1.1: Every child in Georgia will be a proficient reader by the end of third grade.

Success Indicators

- Increase the percentage of students in grade 3 scoring in each Lexile category on the Georgia Milestones State Literacy Metric (grade level, grade plus, above grade level).
- Increase the percentage of students in grade 4 demonstrating proficiency or above on the NAEP test.

Priority Actions	Target Outcomes	Status	Timeline	Responsible Agency
Implement universal reading screening for K-3 rd grade students three times per year.	Educators will be able to identify students who need additional reading support and provide necessary interventions.	✓	Ongoing Reporting began fall 2024	Georgia Department of Education
Implement vetted, high-quality instructional materials for teaching reading in grades K-3.	All K-3 educators will utilize instructional materials aligned to the science of reading.	✓	Ongoing Reporting due 12/15/24	Georgia Department of Education
Provide intervention plans for students at risk for a significant reading deficiency.	All students in grades K-3 will be provided with the instruction and/or reading support needed to become proficient readers.	✓	Ongoing	Georgia Department of Education
Explore whole-child and targeted supports to address barriers to literacy.	The Literacy Council will research and make recommendations addressing student subgroup supports and barriers to literacy.	✓	Ongoing Recommendations for hearing/vision screening will be shared fall 2024.	Georgia Council on Literacy
Implement Georgia's new K-12 ELA Standards.	Educators will be trained to implement updated ELA standards that support evidence-based literacy instruction.	✓	Ongoing Full implementation begins fall 2025	Georgia Department of Education
Explore future action steps or research on improving writing instruction and language development.	The Literacy Council will evaluate current implementation and explore instructional needs for language development and writing.	✓	Begin fall 2025	Georgia Council on Literacy





34

Every child a reader				
Objective 1.2: Students beyond third grade will continue to enhance their literacy skills with increasingly rigorous and complex materials.				
Success Indicators				
<ul style="list-style-type: none"> Increase the percentage of students scoring in each Lexile category on the Georgia Milestones State Literacy Metric (grade level, grade plus, above grade level). 		<ul style="list-style-type: none"> Increase the percentage of students in grade 8 demonstrating proficiency or above on the NAEP test. 		
Priority Actions	Target Outcomes	Status	Timeline	Responsible Agency
Implement Georgia's new K-12 ELA Standards.	Educators will be trained to implement updated ELA standards that support evidence-based literacy instruction.	✓	Ongoing Full implementation begins fall 2025	Georgia Department of Education
Develop protocols and data analysis interventions for older students who are struggling with foundational literacy skills.	Educators beyond 3 rd grade will have the tools needed to identify and support struggling readers.	✓	Ongoing	Georgia Department of Education (MTSS Dept.)
Research current district use of Universal Screeners grades 4-8.	The Council will research and make recommendations to support adolescent learners.	✓	The council will explore possible recommendations during the 2025-26 school year.	Georgia Literacy Council
Provide professional learning in the science of reading for adolescent learners.	*See Educator Preparation	✓	Ongoing	Georgia Department of Education, RESA Network
Explore future action steps or research on student engagement and/or barriers to literacy for adolescent learners.	The Literacy Council will research and make recommendations addressing student subgroup supports and barriers to literacy.	✓	Begin summer 2025	Georgia Council on Literacy



35

Every child a reader				
Objective 1.3: Children entering kindergarten will have a foundation of skills essential for language and literacy learning.				
Success Indicators				
<ul style="list-style-type: none"> TBD 		<ul style="list-style-type: none"> Increase in the percentage of children with a CAPS Scholarship in a 2 or 3 star Quality-Rated childcare program. 		
Priority Actions	Target Outcomes	Status	Timeline	Responsible Agency
Increase access to high-quality child-care through the Child And Parent Services (CAPS) Program.	Families will have greater choice and increased options and for high-quality childcare in various settings.	✓	ongoing	DECAL
Review and update Georgia Early Learning and Development Standards (GELDS) to reflect current research related to the science of reading.	GELDS will align with updates to the K-12 Georgia Standards of Excellence (literacy and English Language Arts).	✓	Completed by December 2025	DECAL
Create equitable compensation and working conditions for the early learning workforce: To attract and retain quality educators.	Attracting and retaining high-quality educators will help promote more consistent, stable care for children in the earliest years of brain development.	✓	ongoing	DECAL
Develop a library of high-quality foundational language and literacy trainings for B-5 educators to meet the annual training requirement.	*See educator preparation	✓	Completed by June 2025	DECAL
Update the Early Educator Workforce Knowledge and Competencies (WKCS) to align with the science of reading.	*See educator preparation	✓	Completed by July 2025	DECAL
Review currently utilized child assessment tools, including formative assessment, and developmental screenings.	The Literacy Council will explore child assessment tools to better understand their effectiveness and utilization in the state.	✓	fall 2025	Georgia Literacy Council






36

Every educator prepared				
Objective 2.1: Educators will have the knowledge and skills to effectively teach all students to read.				
Success Indicators				
<ul style="list-style-type: none"> Increase the number of educators trained in the science of reading (0-5, K-12) 		<ul style="list-style-type: none"> Additional GACE or Ed Prep measure TBD ** 		
Priority Actions	Target Outcomes	Status	Timeline	Responsible Agency
Every educator will complete training in the science of reading.	Every educator (pre-service, 0-5, and K-12) will have the knowledge and skills rooted in evidence-based practice to support every student in reading.		ongoing	GaDOE, USG, DECAL, PSC
All educator preparation programs will be aligned with the science of reading and evidence-based practice, as outlined by HB538.	Every new educator will enter the profession prepared students in improving literacy skills.		In progress Program alignment & GACE by fall 2025	USG, PSC
Provide coaching support for teachers statewide.	Every elementary school will have a literacy coach to support implementation and best practices.		ongoing	USG, RESA, GaDOE
Exploration of recommendations for expansion of programs, endorsements, or funding to improve literacy teacher preparation.	The Council will research possible recommendations to support expanded opportunities for literacy teacher/coach preparation.		Begin summer 2025	Georgia Literacy Council





37

Every educator prepared				
Objective 2.2: Educational leaders will have the knowledge and skills to support educators in implementing effective literacy instruction for all students.				
Success Indicators				
<ul style="list-style-type: none"> Increase the number of school leaders trained in the science of reading (Pre-K, K-12) 				
Priority Actions	Target Outcomes	Status	Timeline	Responsible Agency
Every leader will complete training in the science of reading.	Every leader will have the knowledge and skills rooted in evidence-based practice to support every student in reading.		Ongoing	DOE, K-12 Districts
The Literacy Council will explore additional research and recommendations for school and district literacy leadership.	The Council will create a school leadership working group to research and make recommendations for leadership areas such as structured literacy implementation, data utilization, subgroup growth, and learning climate.		spring 2025	Georgia Literacy Council

38

Every community supported				
Objective 3.1: Families and communities will have access to knowledge and resources to actively engage in literacy.				
Success Indicators				
<ul style="list-style-type: none"> Increase the number of Georgia counties with Georgia Reads communities and/or other established literacy partnerships. 		<ul style="list-style-type: none"> Increase public library engagement, as measured by library cardholders, checkouts, and program attendance. 		
Priority Actions	Target Outcomes	Status	Timeline	Responsible Agency
Increase partnerships with organizations and businesses across Georgia.	Every county in Georgia will have a Georgia Reads community and/or other literacy support partnership.		Ongoing	GOSA
Increase access to learning opportunities for parents.	Expanded partnerships between TCSG & DOE along with community initiatives will increase opportunities for parents to engage in learning and literacy.		Ongoing	TCSG, DECAL, DOE, Local Communities
Promote exemplars of effective community literacy practices supporting through Georgia Reads.	Best practices of Georgia Reads communities will be highlighted and shared on the Georgia Reads website and via social media.		Ongoing	GOSA
Increase access to books and early learning for families. Remove barriers to literacy for families.	Expand library programs across Georgia.		Recommendation shared fall 2024 Ongoing	Georgia Public Library Service
Explore opportunities to expand access to maternal and child health and language nutrition support.	The Council will research and making recommendations current maternal health and child health issues and support.		fall 2025	Georgia Council on Literacy

39

Every community supported				
Objective 3.2: Every adult in Georgia will possess literacy skills essential for the workforce and daily life.				
Success Indicators				
<ul style="list-style-type: none"> Adult literacy measure TBD 				
Priority Actions	Target Outcomes	Status	Timeline	Responsible Agency
Grow portfolio of Adult Education providers. Create a comprehensive list of providers for adult literacy and learning.	Adults across Georgia will have access to learning and literacy improvement opportunities.		ongoing	TCSG
Remove barriers to access and expand offerings for learning and literacy improvement.	The Council will research and make recommendations for removing barriers to literacy and for increasing access for adult subgroups.		Begin fall 2025	Georgia Literacy Council
Increase employer partnerships and workplace literacy.	TCSG will expand partnerships with businesses to offer additional access to literacy and learning opportunities.		ongoing	TCSG
Explore additional supports for literacy and learning for adult English Language Learners.	The Council will research and make recommendations for opportunities to improve literacy for adult English Language Learners and families.		Begin fall 2025	Georgia Literacy Council

40

Georgia Literacy Plan Success Targets				
Goal	Success Indicator(s)	Baseline Data (23-24)	Annual Improvement Target	Target 2030
Every Child a Reader	Increase the percentage of students in grade 3 scoring in each Lexile category on the Georgia Milestones State Literacy Metric (grade level, grade plus, above grade level).	24 % above grade level 19% grade level plus 22 % grade level 36 % below grade level	TBD	TBD
	Increase the percentage of students in grade 4 demonstrating proficiency or above on the NAEP test.	32% at or above proficiency	TBD	TBD
	Early learning/kindergarten readiness literacy metric (TBD)	TBD	TBD	TBD
	Increase in the percentage of children with a CAPS Scholarship in a 2 or 3 star Quality-Rated childcare program.	72.3%	TBD	TBD
Every Educator Prepared	Increase the number of educators trained in the science of reading (0-5, K-12)	TBD	TBD	TBD
	Educator prep metric (TBD) (Possibly GACE percentage)	TBD	TBD	TBD
	Increase the number of school leaders trained in the science of reading (Pre-K, K-12)	TBD	TBD	TBD
Every Community Supported	Increase the number of Georgia counties with Georgia Reads communities and/or other established literacy partnerships.	Fall 2024: 0 Georgia Reads Communities TBD	TBD	TBD
	Increase public library engagement, as measured by library cardholders, checkouts, and program attendance.	2023: 4,906,161 cardholders 32,340,137 checkouts 1,812,979 program attendees	TBD	TBD
	Adult literacy metric (TBD)		TBD	TBD

41


Questions?

Feedback?

Thank you!

Sarah Richards
Georgia Literacy Coach
Sarah.Richards@gosa.ga.gov

Turn the page to a brighter future.



42



SANDRA DUNAGAN DEAL

CENTER FOR EARLY LANGUAGE AND LITERACY

AT GEORGIA COLLEGE & STATE UNIVERSITY

Georgia's Universal Reading Screener Review

Lindee Morgan, PhD, CCC-SLP

November 19, 2024

43



OUR MISSION

The Sandra Dunagan Deal Center for Early Language and Literacy aims to ensure that every child meets their potential through advancing research in language and literacy practices throughout Georgia.



44

Background

- To meet a requirement of HB538, the State Board of Education approved 16 universal reading screeners in July 2023.
- At the request of the literacy council's leadership, the Sandra Dunagan Deal Center conducted an independent psychometric review to evaluate the strength of each approved screener.
- As a result of our review, three of the screeners on the list were ranked as weak and were subsequently dropped by the SBOE.
- SB 464 was passed in 2024 by the Georgia Assembly.



SANDRA DUNAGAN DEAL
CENTER FOR EARLY LANGUAGE AND LITERACY



45

SB 464

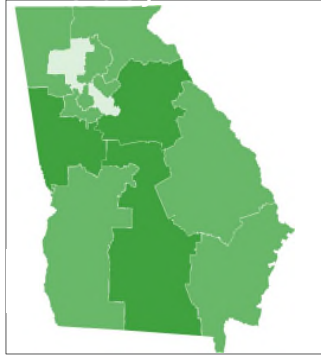
- By May 15, 2025, the SBOE will approve a list of no more than five universal reading screeners, with one made available free of charge
- By July 15, 2025, GaDOE will publish the list of approved screeners.
- On June 7, 2024 Deal Center was approved by the Executive Committee of the Georgia Council on Literacy to lead the screener review and recommendation process



SANDRA DUNAGAN DEAL
CENTER FOR EARLY LANGUAGE
AND LITERACY



46



● ● ● ● SANDRA DUNAGAN DEAL CENTER FOR EARLY LANGUAGE AND LITERACY



- The Deal Center established a highly qualified group of Georgians to aid the important work we've been given in SB 464.
- The group includes:
 - Current Georgia educators
 - Professors with expertise in reading and dyslexia
- Georgia literacy advocates and/or members of a state professional organization

47

Literacy Screener Advisory Group Members

District 1. Maura Fegel, Director of Assessment and Accountability, Camden County Schools
 District 2. Nikki Sutton, MTSS Coordinator; Dyslexia Pilot Coordinator, Muscogee County
 District 3. Karen Barker, Assistant Superintendent, Coweta County
 District 3. LeAnne Cheatham, West GA RESA Literacy and ELA Specialist
 District 5. Elizabeth Hogan, DDG State leader/Advocate
 District 6. Katye Carlson, Coordinator of Academic Services and Assistant Principal, Forsyth County
 District 7. Missy Purcell, Education Chair, DDG
 District 8. Holly Black, Chief Academic Officer, Dooly County
 District 8. Matthew Carter, Professor of Communication Sciences and Disorders, Valdosta State University
 District 9. Frances Blackburn, Director of Assessment and Accountability, Habersham County
 District 9. Cara Lindsey, Curriculum Director and FP Director, Commerce City Schools
 District 9. Rachel Greenlee, Lead School Psychologist, Jackson County Schools
 District 12. Barry Waller, Superintendent, Toombs County
 District 13. K'Asha Davis, Executive Director of Elementary Education, Douglas County
 District 14. Beth Herod, Director of Early Learning and Elementary Ed, Gordon County Schools

48

Literacy Screener Advisory Group Responsibilities



- Prepare screener review criteria
- Establish timelines/procedures for screener submission
- Conduct Request for Information process
- Complete review of submitted screeners
- Provide recommendations and report to the SBOE and the Georgia Council on Literacy Fall, 2024.



49

Other Considerations

Transparency

Documentation and Open Records

- Notes & Reporting
- Teams Documents

Confidentiality/Bias

Vendor/Lobbyist Communication

- Avoid engaging
- Confidentiality of Review

● ● ● ● SANDRA DUNAGAN DEAL CENTER FOR EARLY LANGUAGE AND LITERACY



50

Project Timeline

June 14	Invitations sent out to SBOE members to recommend applicants & our existing list of potential applicants
July 1	Applications for LSAG Members Due
July 1-9	Application Review and Member Selection
July 10	Notification Sent to Selected Members
August 19	LSAG Meeting to Establish Review Criteria and Draft the RFI
August 28	Announcement of the RFI & Start of Submission Period
September 18	Vendor Inquiries Deadline
September 24	Provision of Question Responses on the Procurement Website
October 8	Deadline for Vendors to Submit their Documents
October 11-28	LSAG Members Conduct Independent Reviews of Submissions
October 29	LSAG Meeting for Discussion and Final Decisions
November	LSAG Report Submitted to SBOE for Approval

51

Universal Reading Screener Evaluation Components

Constructs Measured

Technical Adequacy

Administrative Quality

Attention to Linguistic Diversity and Cultural Bias

Usability and Support

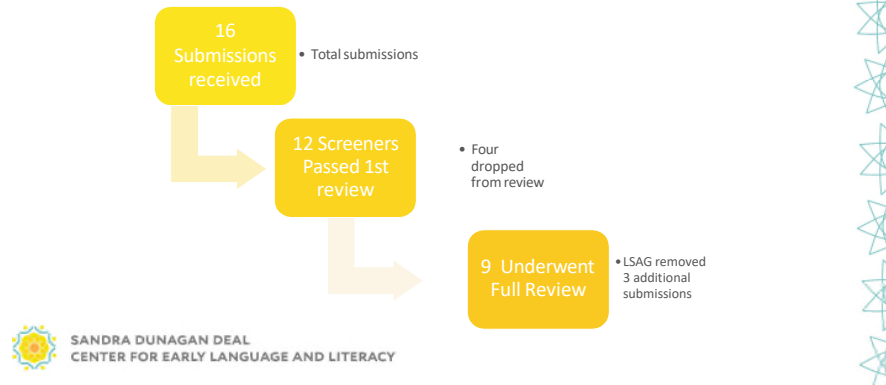


CENTER FOR EARLY LANGUAGE AND LITERACY



52

Preliminary Review



53

Next Steps

- GOSA has made a request for pricing from the preferred screeners with cost information due from vendors on November 22nd
- The Deal Center and review committee are preparing a report
- Report will be submitted to the SBOE for consideration at their December 11th meeting
- Selection of the free screener will depend on pricing/appropriations



54



Questions?

55

OUR VISION

**A GEORGIA WHERE
EVERYONE HAS THE
TOOLS THEY NEED TO
SUPPORT CHILDREN ON
THE PATH TO LITERACY**

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56



SANDRA DUNAGAN DEAL
**CENTER FOR
EARLY LANGUAGE
AND LITERACY**
AT GEORGIA COLLEGE & STATE UNIVERSITY

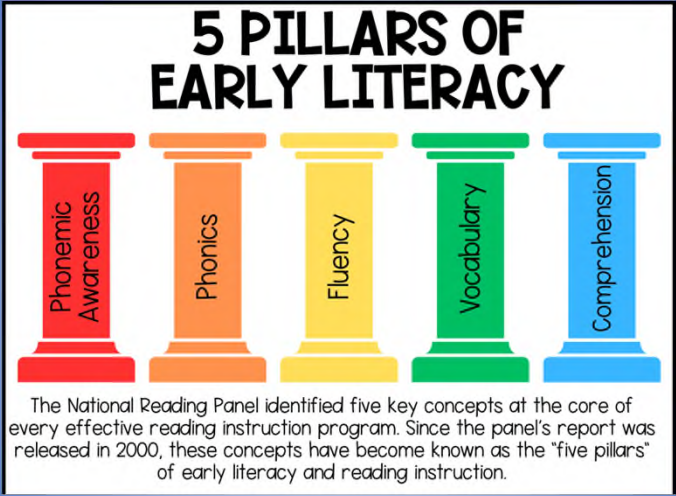
57

USG & HB 538



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58



5 PILLARS OF EARLY LITERACY

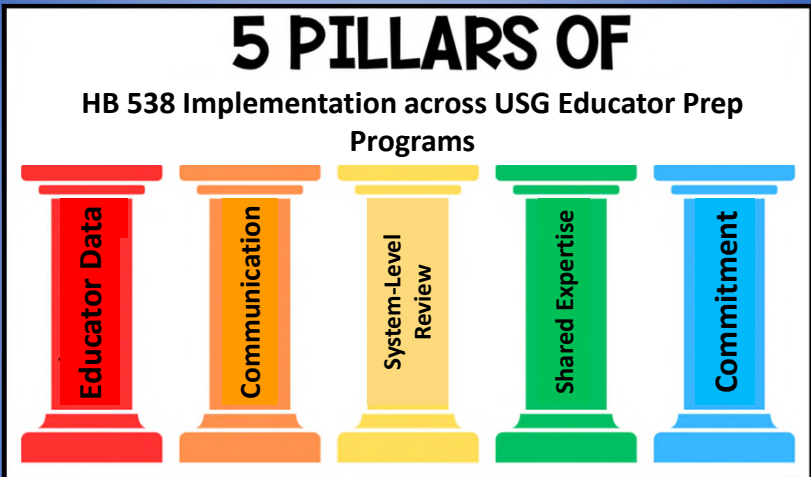
Phonemic Awareness Phonics Fluency Vocabulary Comprehension

The National Reading Panel identified five key concepts at the core of every effective reading instruction program. Since the panel's report was released in 2000, these concepts have become known as the "five pillars" of early literacy and reading instruction.

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59

59



5 PILLARS OF
HB 538 Implementation across USG Educator Prep Programs

Educator Data Communication System-Level Review Shared Expertise Commitment

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60

60

USG Actions

- Regents Advisory Committee on Education – New Liaison.
- Regularly scheduled meetings - USG Education Deans and GOSA staff.
- Teacher Data Pipeline.
- Hired seasoned educator into PT position.
- [SoR Higher Ed Consortium webpage.](#)
- System Repository of Phase I and Phase II Educator Prep Reports.
- Require clear explanations about the incorporation of the science of reading in new education program proposals.



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61

61



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Vice Chancellor of Academic Affairs & Student Success



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62

62

Literacy Legislation

November 19, 2024
Georgia Council on Literacy

63

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63

Combining and Refining Literacy Legislation



64

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64

Essential Shifts and Focus Points

- Definitions
- Ensuring that Content is Current
- Screening
- Dyslexia considerations (Content from SB 48)
- Clarification for the Field

65

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65

Definitions

Add	Revise
Parent – this definition was included in SB 48 but not in HB 538	Reading intervention – remove specific list of approaches
Characteristics of dyslexia – response to questions from the field	Significant Reading Deficiency – change to “significantly at risk for reading difficulties”
	Dyslexia – revise to adopt the most current and up-to-date definition adopted by the International Dyslexia Association.

66

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Ensuring Content is Current

- Delete requirement for reporting of assessments that are no longer funded
 - Keenville
 - Nationally norm-referenced instruments in reading for third grade
- Change language to delete beginning dates of previously implemented components to annually required dates

67

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67

Screeners

- Combine requirements from SB 48 and HB 538 for what screeners must assess
 - The recent Request for Information from the Deal Center's Literacy Screener Advisory Group process included the combined list.
 - A single approved list for both universal reading and universal dyslexia screening will provide clarity to schools and potentially reduce assessment time.
 - Change "capable of progress monitoring" to "capable of monitoring progress over time."
- Provide for a periodic review of approved screeners every three years

68

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68

Slide 68

SDO I would switch sub-bullets 2 and 3 here; 3 is more important and explains sub-bullet 1.

Samantha Durrance, 2024-11-13T15:30:04.632

Georgia's Dyslexia Legislation

- Characteristics of Dyslexia
 - **Parent notification** (CoD Determination; progress towards achieving goals)
 - Description of the **qualitative and quantitative data** used to make the identification, including rate of progress toward grade level reading with prior intervention support;
 - **Support plan** that describes proposed changes or additions to the evidence-based reading interventions and supplemental instructional services and supports to be provided to the student to ensure the student becomes proficient in foundational literacy skills;
 - **Information** and **resource materials** regarding dyslexia and strategies for parents to use at home to help their child succeed in reading.

69

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69

Georgia's Dyslexia Legislation

- Dyslexia informational handbook
 - Shall include current guidance, technical assistance, and training opportunities to assist all local school systems in the implementation of evidence-based practices for instructing students with characteristics of dyslexia.
- Reporting
 - LEAs shall annually report the **percentage** of current students in kindergarten through grade three who have been identified as having characteristics of dyslexia.

70

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70

Clarification for the Field

- Change language from “significant reading deficiency” to “at significant risk of reading difficulties.”
- Add “other quantitative and qualitative data” to make a determination of risk rather than the current language that indicates the determination should be made from universal screener data only.
- Align reporting dates
 - Students identified with significant reading difficulty (3x per year)
 - Students identified with characteristics of dyslexia (1x per year/end of year)

71

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71

Questions?



72

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72

Contact us



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73

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73

Preparing students for life.

www.gadoe.org



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youtube.com/user/GaDOEmedia



74



Vision and Hearing Working Group 2024

Barriers and Opportunities

75

Vision and Hearing Working Group

- **Elin Brumbaugh**, BSN, RN (Director, Emergency Preparedness Nursing and School Health Nursing Consultant, Office of Nursing, Division of Women, Children and Nursing Services, Georgia Department of Public Health)
- **Kelly Jenkins**, MBA (Program Manager, Katherine Hamm Center, Access to Language, Former Chair, Georgia Commission for the Deaf and Hard of Hearing)
- **Terri McFadden**, MD (Pediatrician and Professor of Pediatrics, Department of Pediatrics, Emory University School of Medicine)
- **Melanie Morris**, Au.D, CCC-A (Child Health Deputy Director and Referral and Screening Programs Director, Division of Women, Children and Nursing Services, Georgia Department of Public Health)
- **Kimberly Ross**, MA, GCPH (Director, Office of Child Health, Georgia Department of Public Health)
- **Peter Silberman**, Ph.D. (Chief Growth Officer, Vision to Learn – 14 states and 23 regions)
- **Arianne Weldon**, MPH (Strategic Innovation Manager and Get Georgia Reading Campaign Director, Georgia Family Connection Partnership)
- **Ellen Wilkins Wiley** (Member, Georgia Council on Literacy, Literacy and Dyslexia Advocate, Board of Trustees, Rollins Center and Cox Campus, Atlanta Speech School)
- **Garry McGiboney**, Ph.D. (Facilitator, Vision and Hearing Working Group, Georgia Council on Literacy, Executive Director, Sharecare; United States Department of Education Consultant)

76



Vision and Hearing Working Group

Barriers and Opportunities

77

Number	Recommendation Description	Owner	Timeframe for Action	State Action Recommended
1	It is recommended that the state modify statutory and/or regulatory requirements to expand mandatory vision and hearing screening of students at Pre-K, K, 1st, 3rd, 5th and 8th grades and for transfer students, as recommended by the American Academy of Pediatrics. The requirements should include how parents are informed about the screening, how parents are informed of the screening results, and when appropriate how to inform educational staff of the screening results. The Georgia Educational Audiology and Advisory Committee (GEAAC) also advocates for the creation of mandated, periodic, school-aged hearing screening.	GaDOE, DPH, school districts,	Beginning in FY 27	Legislative change and/or DPH/SBOE change of rules mandating adoption of additional screening
2	It is recommended that the state build a cadre of vision and hearing screening trainers to train school staff, including school nurses, other school staff members, and volunteers on the appropriate use of vision and hearing screeners using standardized equipment. The screeners would be trained on how to make referrals for diagnostic exams when needed.	GaDOE, DPH, school districts, nonprofits	Beginning in FY 27	DPH and GaDOE develop training modules and schedules
3	It is recommended that school districts participate in the vision and hearing screening of school-aged children using the schedule of grade levels noted in recommendation number 1 with staff members who are provided appropriate vision and hearing screening equipment and training. Also, schools could utilize other trained screeners to visit schools to provide screening.	GaDOE, DPH, school districts, nonprofits	Beginning in FY 27	School districts and RESAs

78

Opportunities

- Expand mandatory vision and hearing screening of students at Pre-K, K, 1st, 3rd, 5th, and 8th grades and for transfer students
- Build a cadre of vision and hearing screening trainers to train school staff and volunteers and utilize existing trained screeners to visit schools to provide screening
- Develop an interactive digital infrastructure to:
 - ✓ Collect data on vision and hearing screening status and results
 - ✓ Provide parents with easy-to-navigate resources and guidance
 - ✓ Provide a mechanism to share aggregate data regarding vision and hearing screening
 - ✓ Replace paper form with digital format
- Expand the Georgia Department of Education's Georgia Mobile Audiology program and the Georgia Department of Public Health's Early Hearing Detection and Intervention (EHDI) program

79

Opportunities

- Expand public/private partnerships with non-profits to help with vision and hearing screening and diagnostic follow-up when needed
- Include Medicaid fee schedules to expand screening service and seek CMS approval for CHIP to utilize HSI for vision and hearing services and modify State Medicaid to cover the cost of parents transporting their children for diagnostic follow-up as indicated on a vision or hearing screening and incentivize providers who could serve in rural areas
- Utilize the use of telehealth to expand access to vision and hearing screening capabilities with training and screening process safeguards
- Work with nonprofits, foundations, and others to help low-income families provide glasses and hearing aids and replace damaged glasses or hearing aids
- Work with public and/or private universities to create an Audiology Doctoral program and incentives such as loan forgiveness and relocation bonuses to address the shortage of audiologists

80

Opportunities

- Physicians and other medical providers can be educated on or reminded of when a child should be referred to an audiologist instead of an ENT
- Work with Care Management Organizations to ensure that vision and hearing screening are provided and that diagnostic follow-up services are secured when school-age children fail vision and hearing screenings
- Develop awareness training programs to inform teachers on what to look for if a student may have a vision or hearing issue
- Create a Commission for the Blind and Visually Impaired that is modeled after the Commission for the Deaf or Hard of Hearing

81



Vision and Hearing Working Group
2024

Opportunities

How Council on Literacy Members Can Help

82

Birth to Five Working Group

Georgia Literacy Council

83

Recommendation for General Assembly

**Increase access to
quality child care**
through additional
state funding in the
Child and Parent
Services (CAPS)
Program.



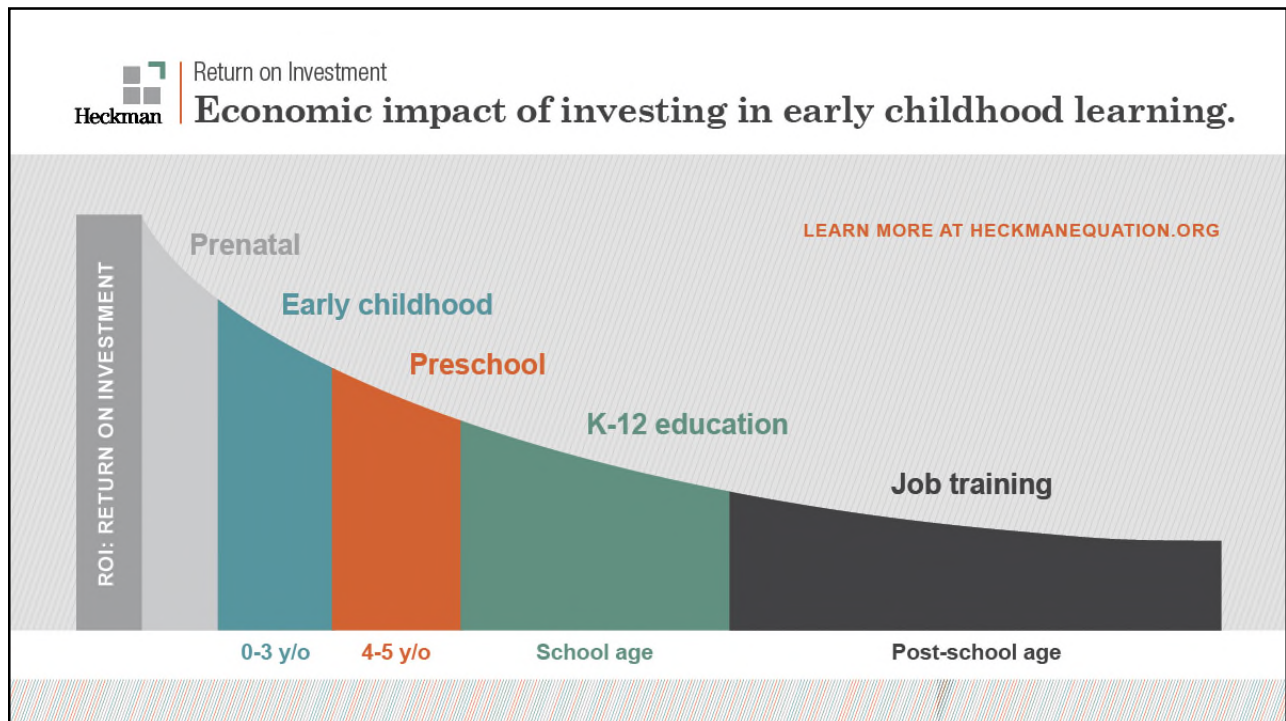
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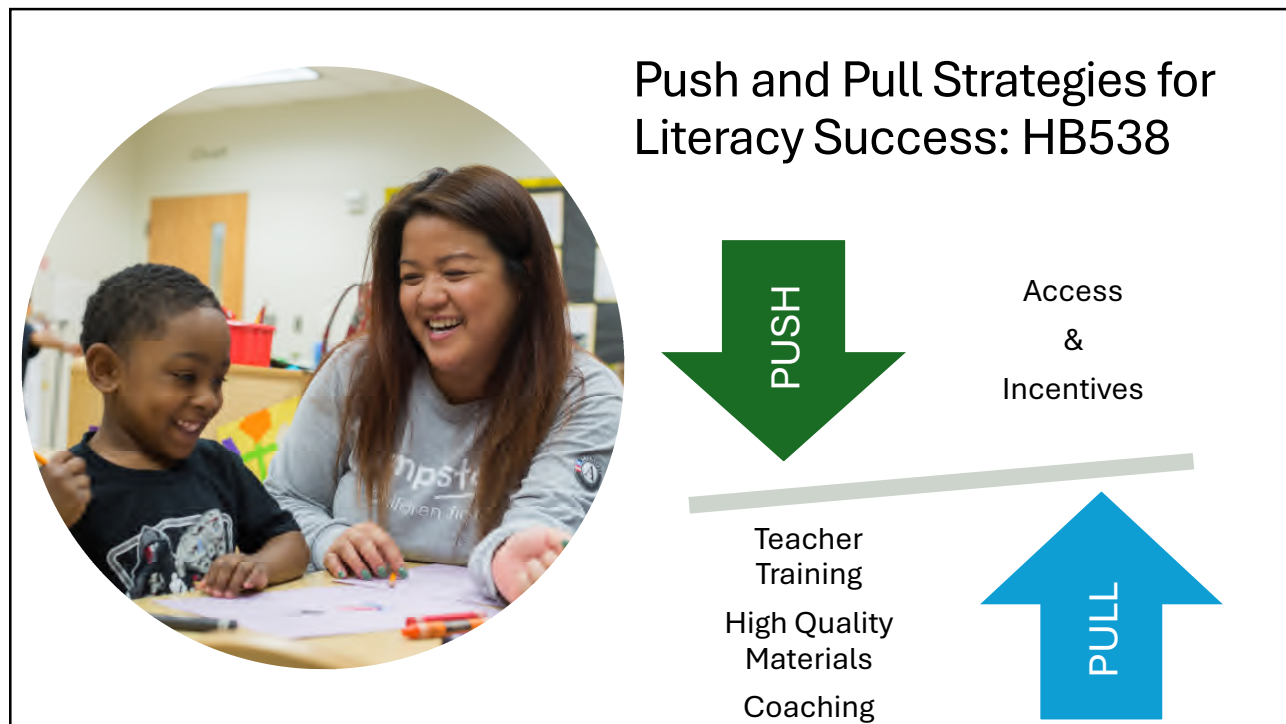
Why Birth–Five?

- 90% Brain development
- Quality Early Learning
 - Impacts how children learn, think, develop and behave
 - Supports Language and Literacy Success
 - Encourages curiosity and cultivate a love of learning
- Biggest impacts →
 - English Learners
 - Children from low-income backgrounds

85



86



87

Continuous Quality Improvement Process




88

Continuous Quality Improvement Process

Assess

- Environmental Rating System

Support

- Resources, Training

Impact

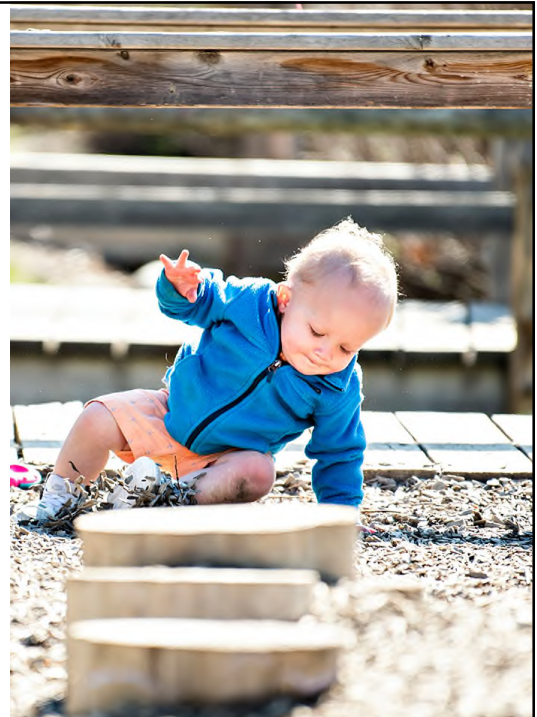
- Higher quality = less turnover
- 3 Star ➡ math & social skills



89

Childcare and Parent Services (CAPS)

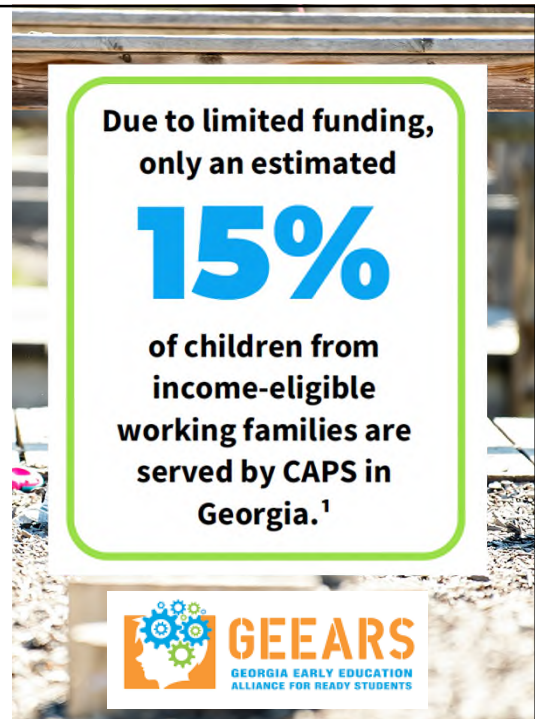
- Provides low-income families with financial support for child care.
- Serves 50,000 children at a time.
- Providers must be Quality Rated.
- Since 2021, DECAL has used pandemic relief \$ to:
 - **expand access**
 - **pay higher rates**
- Funding expired Sept. 30, 2024



90

Childcare and Parent Services (CAPS)

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91

Recommendation for General Assembly

Increase access to quality child care through additional state funding in the Child and Parent Services (CAPS) Program.



92

Utilizing Funding

- **Increase # of scholarships**
 - Access to impactful programs
 - Incentives QRIS participation
- **Increased Program Quality**
 - Professional learning
 - High quality instructional materials
 - Workforce supports
- **Strengthen QRIS Language and Literacy Endorsement**



93

Georgia's Libraries: Partners in Literacy

Evan Michael Bush, Youth Services Director

Julie Walker, State Librarian



94

Support for Early Literacy



- 1,000 Books Before Kindergarten
- Summer Reading
- eRead Kids
- PLAY Card
- Infant & Toddler Storytime Training
- Launchpads
- Baby's First Library Card

95

Statewide Community Storytime Series	Early Literacy Activity Centers	Library Field Trip Grants
Fines Free In Georgia's Libraries	Circulating Early Literacy Kits	Community Outreach Storytime

96

Library Early Literacy Activity Centers

Provide funding for libraries to create interactive book exploration centers that can be used in connection with storytime read alouds and stand-alone or drop-in programs taking place onsite or offsite. These extension activity centers would be based on the *Every Child Ready to Read* early literacy principles of **Talking, Singing, Reading, Writing, and Playing.**



97

Library Field Trip Grants

Provide funding for organizations serving the target age window to visit libraries in their communities for early literacy activities and to sign up for library cards. Organizations such as Head Start, private and public Pre-K classrooms, daycares and afterschool organizations such as the YMCA and the Boys and Girls Club would be eligible for these funds to support library access.



98

Circulating Early Literacy Kits

Provide funding for libraries to create circulating early literacy kits that contain thematic books and interactive early literacy extensions for families and partnering organizations to check out.



99

Outreach Storytimes: Staff & Materials

Provide funding for libraries to purchase portable collections and hire a children's staff person to lead storytime and early literacy activities in daycares and both private and public Pre-K classrooms.



100

Statewide Community Storytime Series

Provide funding to support a series of statewide storytime events where participating libraries all read the same picture books selected by a GPLS lead team of library selectors. Children's staff will share and model a story with early literacy practices, pose discussion questions, give out books, and provide opportunities to sign up for a library card. Each family will receive a free copy of the book used at each session to help build their home library.



101

This early literacy funding would allow libraries across the state to choose one of these specific initiatives or select several from the above options to promote in their community. Providing a range of options will allow all library systems to actively participate in moving the needle on early literacy in Georgia in the way that best suits their library size and community.



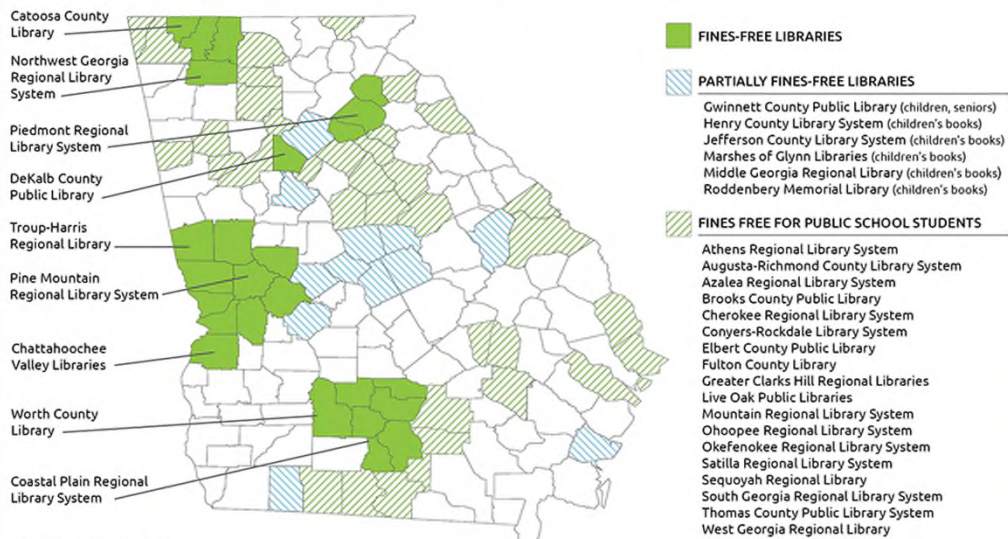
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The Case for Fines-Free Libraries in Georgia

103

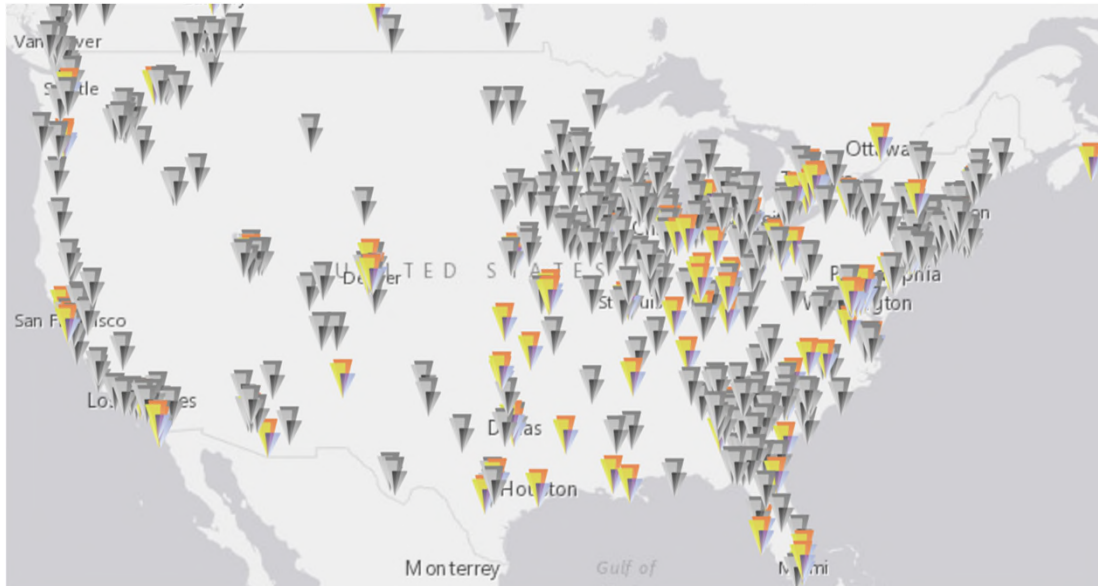
Fines-free public libraries across Georgia



August 2024

104

Urban Libraries Council Fines Free map



105

“We wanted to send a clear, welcoming message: The inability to pay a fine should never place a barrier in front of anyone who wants to use the library.”

– DeKalb County Public Library Director
Alison Weissinger

106

11/13/2024



Coastal Plain Regional Library System
Serving Ben Hill, Berrien, Cook, Irwin, Tift, Turner



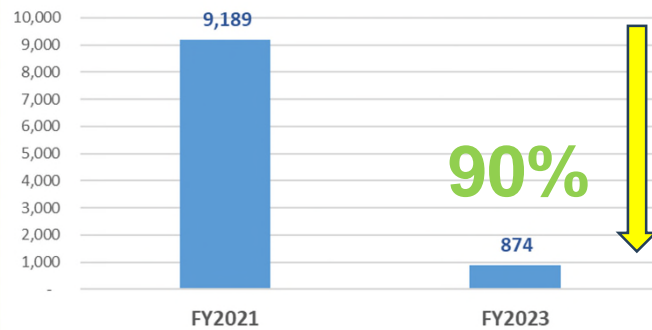
6 branches, 1 bookmobile

Population served: 113,445

Fines = 1% operating budget

Over 8,300 cardholders in these six counties may now check out materials.

Blocked Patron Cards



107

“Removing fines ensures that the library remains accessible to everyone, promoting a culture of learning and exploration without financial barriers.”

– Beth McIntyre, Piedmont Regional Library director



108

11/13/2024



Chattahoochee
Valley Libraries



Columbus Public Library

First year fines free:

34% increase in new card sign-ups

11% increase in checkouts

7 branches, 2 bookmobiles

Population served: 223,782

Fines were < 1% operating budget

"Knowing the Library is Fines Free has lifted the burden and stress of borrowing books for my family."

South Columbus Public Library Customer

109

"Immediately, staff started seeing people return to the library or get a library card; they were excited with us. Once the data started rolling in, with the wonderful anecdotes, it cemented that we made the right decision."

– Alan Harkness, director of Chattahoochee Valley Libraries and 2023 Georgia Public Library Director of the Year



110

Thank you!

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111



Public Comment

Next steps

Adjournment

112

A Special Thank You To

