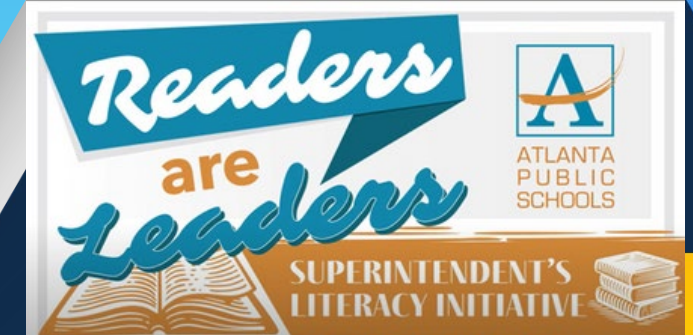


# Atlanta Public Schools

# SUPERINTENDENT'S LITERACY INITIATIVE

June 3, 2024  
Board Meeting Update

Sherri Forrest  
Chief Academic Officer



# Initiative Overview



## Purpose

To provide an overview and update on the Superintendent's Literacy Initiative, Readers are Leaders



## Road Map

- Science of Reading
- Partners
- Plan of Action



## Takeaways

Understanding of Phase I of Readers are Leaders Literacy Initiative



In support of student success, the Atlanta Board of Education recognizes the importance of literacy. Therefore, the Atlanta Board of Education ensures that Atlanta Public Schools addresses the literacy crisis and equity gaps for students including those who have historically been disenfranchised, African American students, students with disabilities, multilingual students, and children from low socioeconomic backgrounds. In addition, this policy is focused more broadly on ALL students K-12 including those who are not meeting grade level proficiency/expectations. The Atlanta Board of Education and Atlanta Public Schools shall establish goals and strategies to address the district's literacy challenges.

The Atlanta Board of Education recognizes that illiteracy in the district is a public health crisis at epidemic levels. The long-standing crisis of illiteracy in Atlanta Public Schools has disparate impacts on certain communities within the district, leading to inequitable student outcomes.

Literacy success requires a combination of high-quality early learning experiences; explicit and systematic instruction during elementary and secondary school; and strong family and community support utilizing school- and community-based partners.

Literacy is understanding and evaluating meaning through reading and writing, listening, and speaking, viewing, and representing. Literacy competence is central to achievement in all areas of learning as students progress through the early, middle, and later years of schooling and into the workforce and personal life. The "science of reading" \* means the body of research that identifies evidence-based approaches of explicitly and systematically teaching students to read, including foundational literacy skills that enable students to develop reading skills required to meet state standards in literacy. (\*see Definitions in the Appendix, typ.)

The board believes all students have the right to an ELA comprehensive reading and writing program that includes the direct teaching of:

1. comprehension of content and language in both oral and written forms;
2. organized and explicit skills instruction, that includes phonemic awareness, phonic analysis, and decoding skills, especially in the early grades; and
3. fluency and vocabulary development that includes an understanding of how words work.

The reading and writing program shall also provide:

1. on-going identification and assessment, including, but not limited to, the use of universal reading screeners, which ensure accountability for results;
2. instruction which encourages a love of reading, facilitates critical reading and thinking, and honors each student's linguistic and cultural heritage;
3. effective writing practices to be integrated into the reading and writing program; and
4. timely tiered intervention supports to assist students who are at risk of not meeting expectations.

The Atlanta Board of Education directs the Superintendent to select evidence-based\* literacy curricula and provide thorough initial and ongoing professional development for staff. The Board expects that the Superintendent will periodically evaluate effectiveness of administrative efforts, expand those which are successful in improving literacy outcomes, and eliminate those that are ineffective.

The Board will monitor implementation and allocation of budgetary and other resources aligned to this policy and the Board's established goals. The Superintendent is authorized to develop regulations to implement this policy.



# Goal 1: Literacy Proficiency

The percentage of students in grades 3–8 scoring proficient or above in reading, as measured by the Georgia Milestones

Readers

are

Leaders



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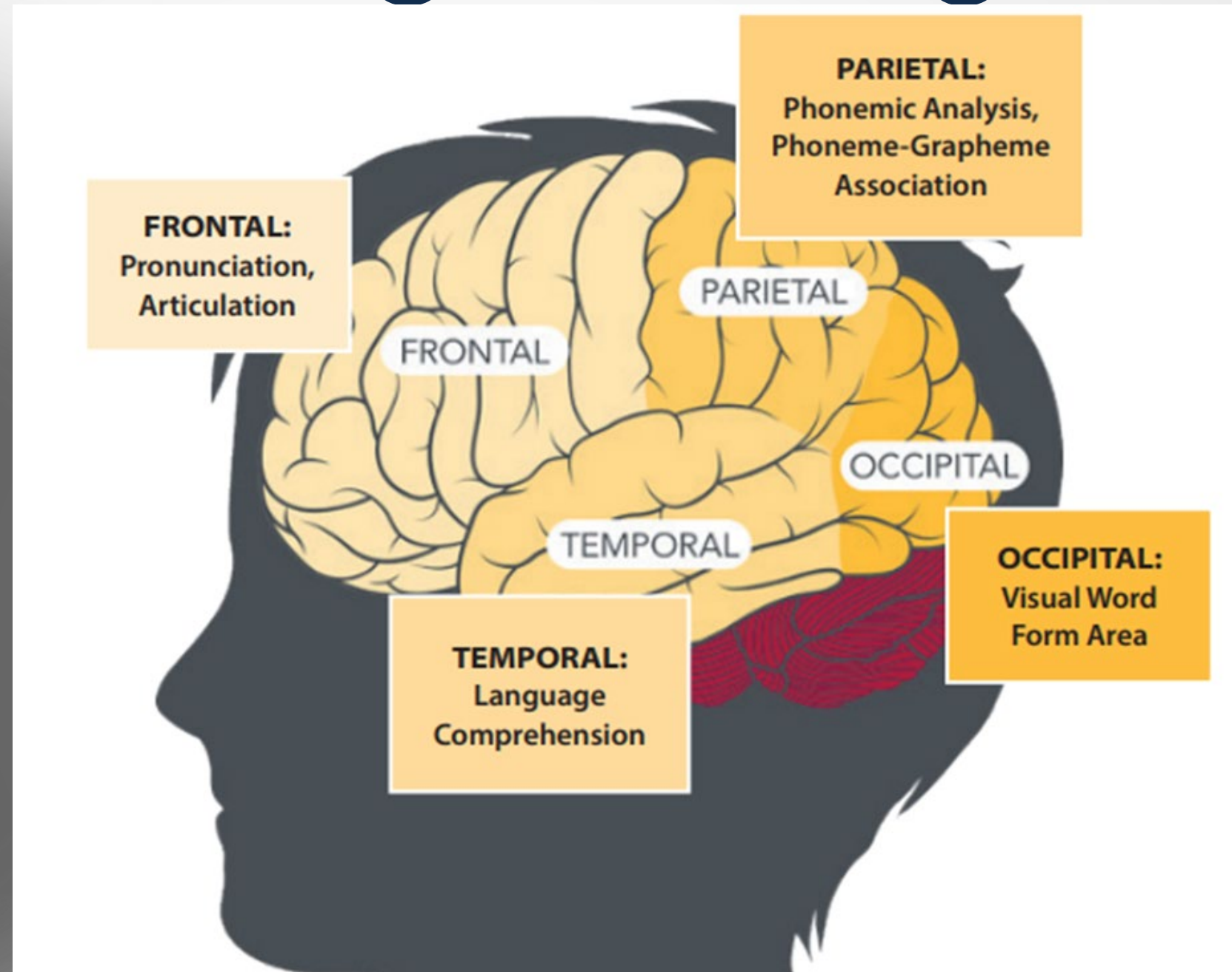


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# Teaching Reading is Complex



*“Teaching reading IS rocket science.”—Dr. Louisa Moats*

Teaching reading is a complex process that incorporates decades of research into how students learn and how reading should be taught. Educators understand that teaching students to read fluently is the key to their overall academic success.

We know more today about how children learn to read, causes of reading difficulties and how to prevent them, and the essential components of effective reading instruction than ever before.



**90% OF ALL STUDENTS CAN LEARN TO READ.**

# The Science of Reading

“Science of reading means the body of research that identifies evidence-based approaches of explicitly and systematically teaching students to read, including foundational literacy skills that enable students to develop reading skills required to meet state standards in literacy.”

HB538 – Lines 7376

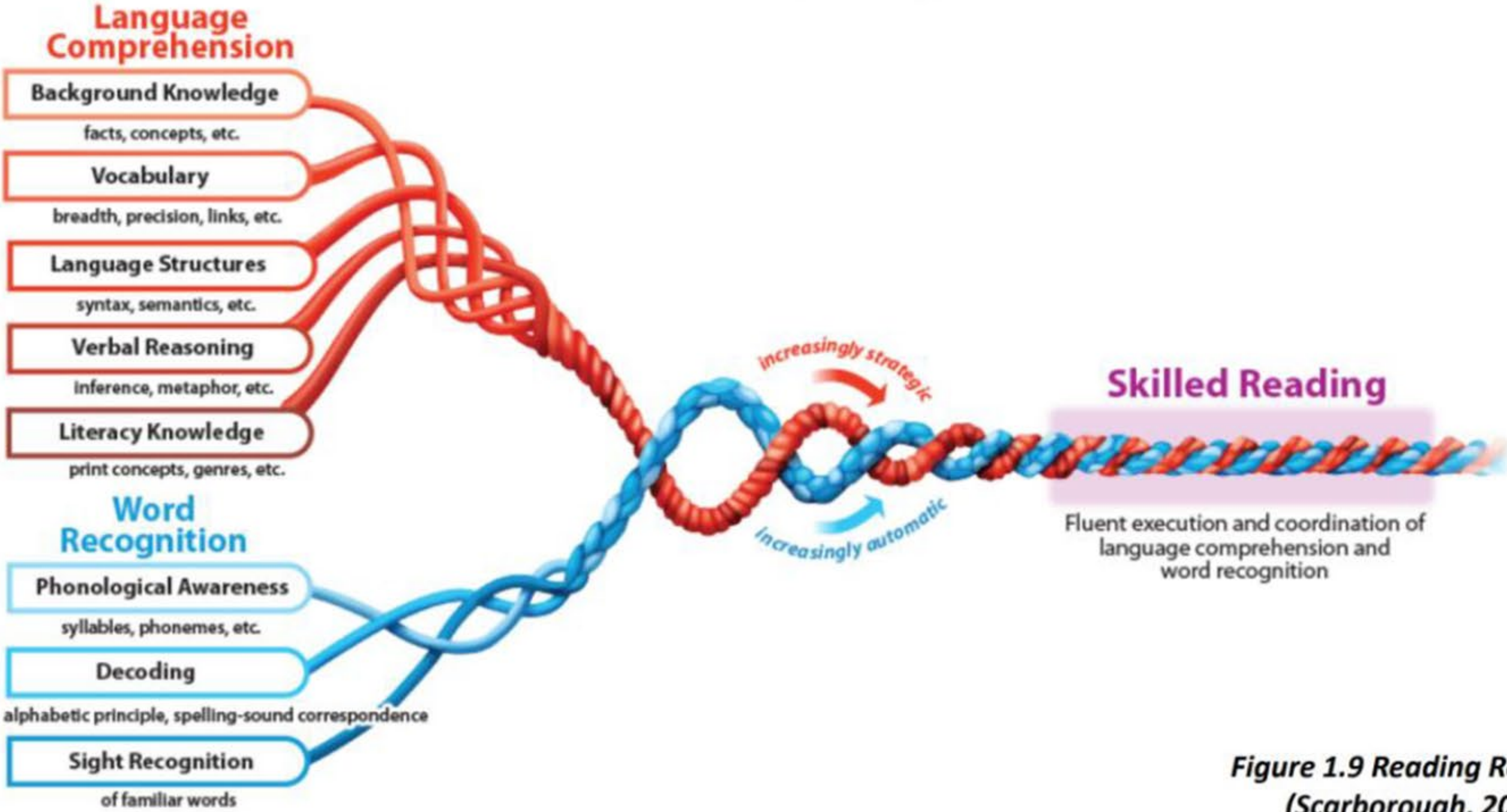


Figure 1.9 Reading Rope (Scarborough, 2001)

# THE SIMPLE VIEW OF READING

In 1986, psychologists Philip Gough and William Tunmer developed a scientific theory of reading comprehension they called "the simple view of reading." Essentially, it states:

- Strong reading comprehension can only happen when both decoding and language comprehension are strong

**Decoding** **X** **Linguistic Comprehension** **=** **Reading Comprehension**

- Phonology

- Orthography

- Morphology

- Syntax

- Semantics

- Pragmatics

- Discourse

# Georgia Early Literacy Act (HB538): Key Components



Instructional Materials

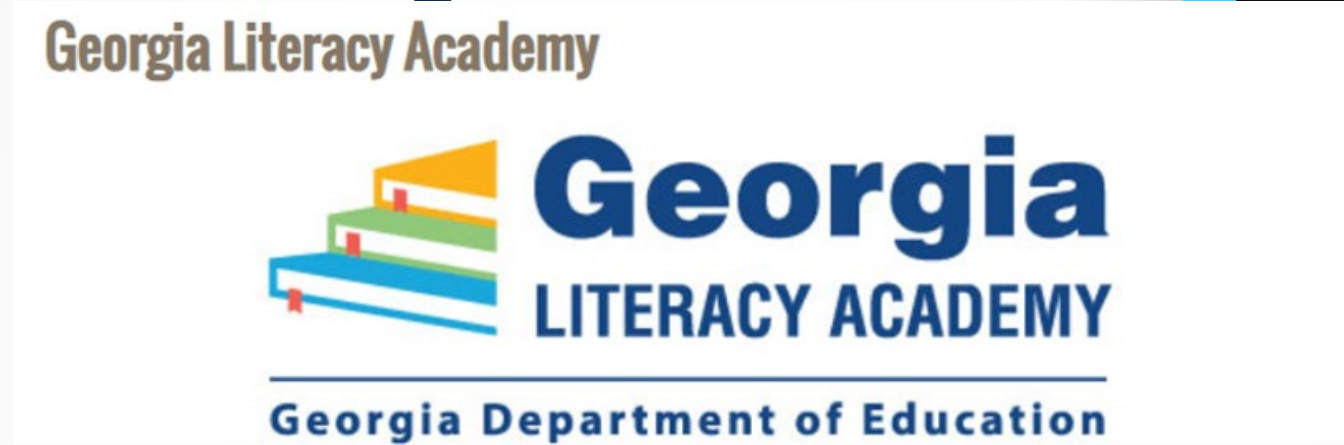
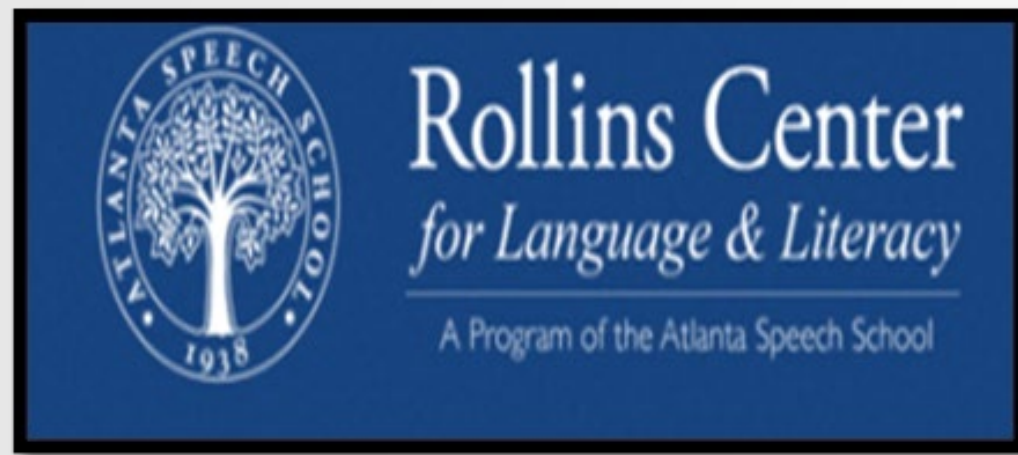
Universal Screeners

Targeted Interventions

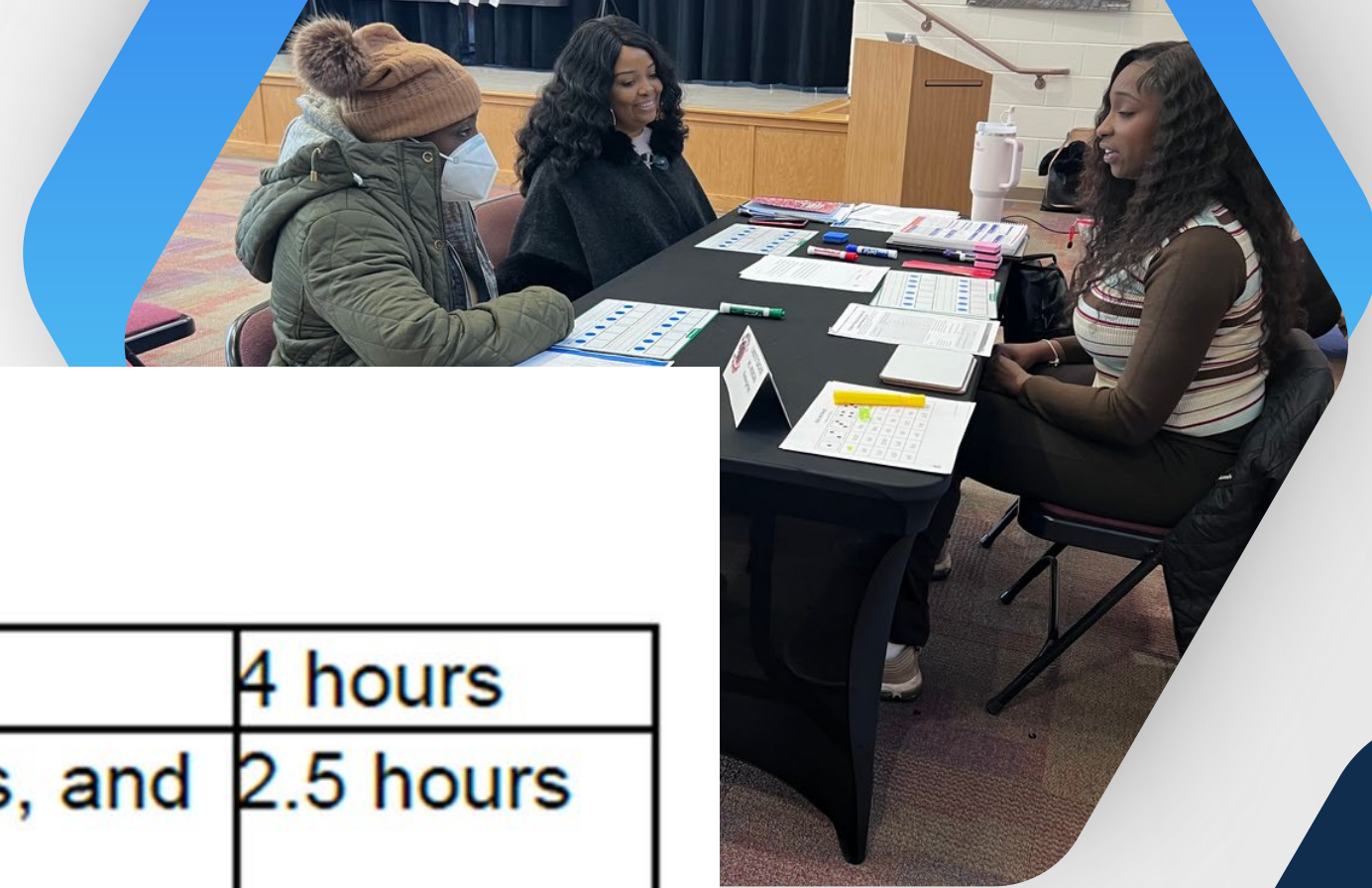
Professional Learning

Teacher Preparation

# Partnership to Support Literacy



# Ga. Literacy Academy



## *Georgia Literacy Academy Courses*

Oral Language is the Foundation for Literacy	4 hours
Early Literacy: Print Awareness, Phonological Awareness, and Alphabet Knowledge	2.5 hours
Systematic and Explicit Phonics Instruction	2 hours
Meaningful Read Alouds for Vocabulary and Oral Language Comprehension	2 hours
Vocabulary Instruction	4 hours
Reading Fluency	2.5 hours
Reading Comprehension	4 hours
Teaching Writing to K-3	1.5 hours
Response to Intervention	1.5 hours
Assessing Our Students	1 hour



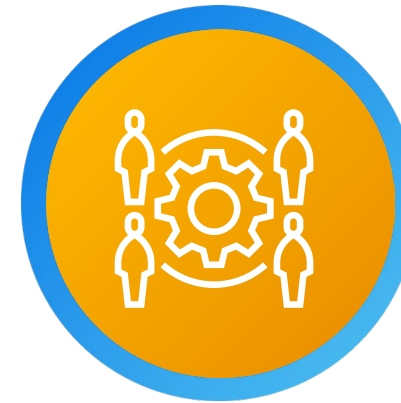
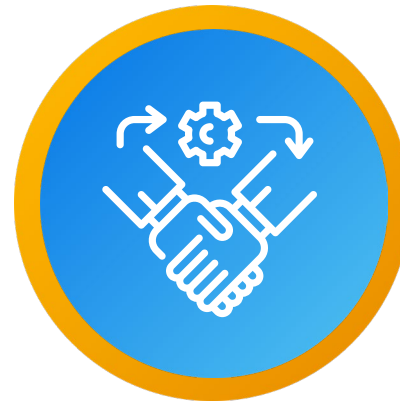
# Cox Campus Cycles:

Cycle	Name of Module(s)	Hours	Leadership	Teachers
1	Oral Language	4	February	March
2	Early Literacy	2.5	April	May
3	Read Alouds Fluency	2 2.5	June	July
4	Phonics Assessing	2 1	August	September
5	Comprehension	4	October	November
6	Vocabulary	4	December	January
7	Writing	1.5	February	March
8	Rtl Dyslexia	1.5 1	April	May

# Readers Are Leaders

## The Roll Out

18 Month Roll Out to meet July 1, 2025, HB538 mandate. The school board has invested \$ 11.5 million dollars.



## Human Capital Support

Readers are Leaders Coordinator and Specialist have been hired. Schools are in the process of hiring their Readers are Leaders coaches for next year. Professional Learning in Content Focused Coaching will be in the focus for all coaches.

Stipends :

First Round of Stipends for Cycles 1-4 will be dispersed October 2024 (\$1250)

Second Round of Stipends for Cycles 5-8 will be dispersed in May 2023 (\$1250)

## Training

Readers are Leaders Officially launched in January using the Cox Campus Modules:

Cycle 1: Oral Language: Completed module and professional learning (February/March)

Cycle 2: Early Literacy: Completed module and professional learning (April/May)

Cycle 3: Read Alouds and Fluency (June/July)

Central Office Staff, including our Superintendent, have completed Cycle 1 and Cycle 2.

## State Support

GaDOE has provided funding for CSI schools to hire one additional Structured Literacy Coach.

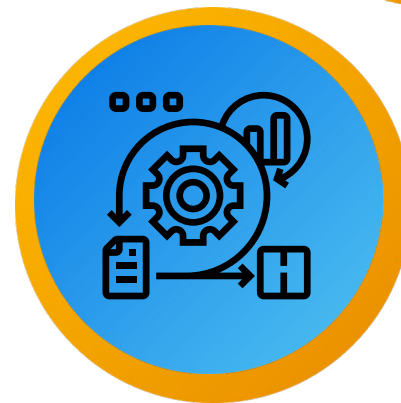


## The Shift to Structured Literacy

In the process of ordering high-quality resources for teachers

## Access to Resources

Resources on Elementary Candi Website, including FAQs that are answered within 24 hours .



# What Next

- Continue with the remainder of Cycles, professional learning and coaching
- Action Planning for next year
- Purchase additional resources as needed
- New Teacher Orientation
- Community Engagements/Parent Universities
- Middle School Support/Individual Reading Plans
- Continued partnerships



# QUESTIONS



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