

**CLSD Interim Performance Report
10-1-2020 to 3-31-2021
Executive Summary
Georgia Department of Education**

Georgia’s System for Continuous Improvement encompasses the process and progress of the Comprehensive Literacy State Development (CLSD) project from October 1, 2020 through March 31, 2021. This model focuses on the systems and structures that must be in place for sustained improvement in student outcomes. It prompts problem-solving to provide a clear process for identifying and planning for improvement needs. The model then guides implementation, monitoring, and evaluation of the improvement efforts.

The goal for Georgia’s CLSD project year 2 (referred to locally as “The L4GA Grant” - Literacy for Learning, Living and Leading) is to improve language and literacy outcomes across all age ranges within feeder systems (early childhood, middle and high school) by 3% annually. Georgia’s literacy outcomes are significantly correlated to poverty. Thus, Georgia takes a unique approach by serving the “whole child.” Poverty affects health, safety, care, housing, learning and development, and in-turn, these affect literacy. L4GA strives to improve instruction as well as lift family and community partnerships within each district by educating stakeholders to assist families and schools as they work together to overcome the negative effects of poverty.

As a result of the response to the Covid-19 2020 pandemic, the Georgia Department of Education (GADOE) and the L4GA team developed an effective method of delivery for technical assistance and professional development. Virtual technical support continues to be offered on an “as needed” basis through Calendly, and all questions are fielded to the L4GA team to ensure prompt, effective and thoughtful feedback for all grant recipients.

Through virtual professional development (PD) sessions, the L4GA team was able to reach over 2000 teachers, leaders, and community stakeholders attended one or more virtual PD sessions. Based on survey and assessment data, the L4GA team targeted PD for the community/partnerships, B-5, elementary and middle/high schools, as outlined in the chart below:

Community/Partnerships	<ul style="list-style-type: none"> • No Small Matter - Georgia Early Education Alliance for Ready Students (GEEARS) and Sandra Dunagan Deal Center for Early Language and Literacy (SDDCELL) • Motivating Reluctant Readers – Department of Family and Children Services Educational Programming
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	<p>and Assessment Consultation (Target audience- Foster parents, caregivers, and school liaisons)</p> <ul style="list-style-type: none"> • Georgia Public Broadcasting (GPB) Let’s Learn Georgia Videos • Get Georgia Reading/ Family Connections Partnership • Georgia Association of Educational Leaders (GAEL) - Coaching Leadership • Virtual Specialists • Podcast • GADOE Office of Whole Child Supports and Strategic Partnerships • GADOE Math, Science and Social Studies Departments • Technical College System of Georgia “Certified Literate Communities”
<p>B-5</p>	<ul style="list-style-type: none"> • Using PALS-PreK Data to Inform Instruction-Illuminate Education • Monitoring Student Progress with PALS Quick Check-Illuminate Education • PALS Electronic Lesson Plans and other Instructional Resources- Illuminate Education • Teaching Families How to Support Literacy - Illuminate Education • Literacy Building Blocks: Phonological Awareness- Illuminate Education • Oral Language: An Integral Part of Early Literacy - Illuminate Education • Literacy Milestones: Concept of Word in Text - Illuminate Education • Word Study - Part 1 - Illuminate Education • Word Study - Part 2- Illuminate Education • Sight Word Development and Building Fluency - Illuminate Education • Data Digs (with each district) for PALS and PPVT-Dr. Marilyn Lee and Lisa Albert (L4GA)

<p>Elementary</p>	<ul style="list-style-type: none"> • Acadience Reading -Data Dives to Inform Instruction with individual districts/ school systems within larger districts with Sian Lott (L4GA) • Acadience Reading – Utilizing Fidelity Checks to Ensure Valid Results with individual districts/ school systems within larger districts with Sian Lott (L4GA) • Acadience Reading – Platform Updates via Acadience Team • Teaching Sight Words According to Science – Michelle Elia • Morphology Matters- William Van Cleve • From the Ground Up – Building Foundational Paragraphs – William Van Cleve • Syntax Matters– William Van Cleave • Reading Inventory- HMH
<p>Middle and High</p>	<ul style="list-style-type: none"> • Text Coding and Notetaking – ELA- Regional Educational Laboratory Southeast (REL) • Text Coding and Notetaking – Science- Regional Educational Laboratory Southeast (REL) • Text Coding and Notetaking – Social Studies/History- Regional Educational Laboratory Southeast (REL) • Extended Text Discussion- ELA – REL SE • Extended Text Discussion - Science– REL SE • Extended Text Discussion -Social Studies/History – REL SE • Tying it All Together -ELA - REL SE • Tying it All Together- Science - REL SE • Tying it All Together -Social Studies/History- REL SE • Secondary Morphology Matters – William Van Cleave

As shown above, national literacy and research experts were contracted for high quality professional development opportunities for SRCL and CLSD grantees. During this time, L4GA also contracted with Dr. Jan Hasbrouck and Dr. Danielle Thompson for late spring and summer PD opportunities. Virtual settings not only allowed for high-quality presentations, but also created opportunities to reach a larger number of teachers, leaders and stakeholders within the L4GA community. The L4GA team hosted more than 75 learning opportunities. Audiences included community partners and members from the Birth to P-20 community with L4GA schools as well as those who were not grant recipients.

Georgia Association of Educational Leaders (GAEL) and L4GA partnered to provide a Leadership Institute that was designed to help instructional leaders guide meaningful literacy development in their schools. Leaders learned how to guide literacy initiatives in schools and collaborated with community stakeholders to strengthen instruction. Participants left with practical tools and strategies, grounded in research, to drive improvement in classroom instruction and community collaboration. GAEL selected Sherry St. Clair as the presenter and Lisa Albert (L4GA) and Sian Lott (L4GA) acted as moderators for breakout sessions.

L4GA worked with Georgia Early Education Alliance for Ready Students (GEEARS) and Sandra Dunagan Deal Center for Early Language and Literacy (SDDCELL) to offer a free virtual film screening of "No Small Matter," a talk by Early Education Specialist featured in the film, Rachel Giannini, and a panel discussion with Georgia's leaders in early education.

Post-training surveys revealed that 97% of participants in trainings from October 1, 2020 through March 31, 2021 agreed that they would continue to learn about the topics covered as part of their own professional development; 95% would recommend the trainings to other educators.

The L4GA Team is working to build a data literate system that strengthens teacher and leader knowledge for PALS, PPVT, Acadience Reading and Reading Inventory (HMH). District data dives were conducted with teachers and school leaders using current PALS, PPVT and Acadience Reading benchmark data to determine effectiveness and validity of assessment administration and to inform instruction. Over 45 interactive, in-depth data dives were led during this reporting period. School teams worked through their own data to refine assessment procedures and gauge insight into the effectiveness of online instruction and assessment procedures.

As part of the program partnership, L4GA collaborated with the Georgia Family Connection Partnership and the Get Georgia Reading campaign to host the first of four regional meetings in March of 2021. This half-day workshop brought together district and school leaders as well as community partners from the northwest region of Georgia to discuss opportunities to address

needs. These meetings will continue to strengthen communication and regional collaboration across L4GA districts.

L4GA partnered with GADOE's Office of Whole Child Supports and Strategic Partnerships to implement the *Whole Child Model School Certification* process for the state of Georgia. Through this process, GADOE's Office of Whole Child Supports and Strategic Partnerships will work with four L4GA districts to develop Whole Child School Teams. The certification process includes: tools and processes for conducting, collecting, and analyzing student data, assistance with identifying academic and non-academic needs, support with (non-fiscal) start-up, planning and sustainability efforts, service delivery for wraparound supports, coordinating external professional learning and responsiveness to ongoing feedback about the WCMS certification process. Results will be used to formulate a statewide process for Whole Child School Certification.

L4GA grantee Atlanta Speech School for the Deaf and Holly Schmidt-Davis worked with SRCL/CLSD Technical Assistance to support other grantees working with deaf or hard-of-hearing students in "Supporting Literacy for Students with Disabilities" with a recorded video/podcast.

Meghan Welch, PhD. (L4GA) works directly with GADOE's Math, Science, Social Studies and Fine Arts departments to integrate literacy within each content area. Her role as literacy and digital media integration specialist has been especially fruitful in supporting virtual instruction. In partnership with Georgia Public Broadcasting's Education (also a state agency) division, GADOE Curriculum & Instruction content areas have developed over 200 remote learning plans and 30 video lessons as part of the Georgia Home Classroom.

The Program Manager, Julie Morrill, conducted over 72 Calendly sessions to assist with budgets, literacy teams, evidence-based practices, assessments and upcoming Cohort 2 grant writing and technical assistance. Additionally, virtual assistance was provided to LEA's and community partners as needed/requested. The L4GA Team also assisted with added support by meeting with district leaders and teachers to review assessment schedules, procedures, data, community partnerships as well as aided in guidance with planning and purchasing.

A second competition to award additional subgrants is currently being held. Virtual Awareness Sessions for all districts interested in competing for funding and/or additional funding were held and recorded. Virtual technical assistance meetings were held as needed. A large pool of districts developed and submitted applications. Only grant reviewers who previously reviewed Georgia's Cohort One grants were again contracted as reviewers. A step-by-step guide for the reviewers to train on reading and scoring the grants was recorded and available to all the veteran reviewers.

Survey Monkey Apply is the online platform and current contract used for the grant competition. This program creates a workflow process for both LEAs to submit their grants and for reviewers to independently score the grants. Each grant was read by 5 different reviewers and the scores were sent via the Apply platform. Georgia will award subgrants in accordance

with the grant requirements outlined in the approved application at the May 2021 State Board of Education meeting.

Summer 2021, GADOE will host a new grantee kick-off event for the 2019 Cohort 2 grant recipients through a virtual platform environment. The plenary sessions will be set up as Go-To Webinars for online participation in the presentations (recorded) and the break-out sessions (assessments, budgets, etc.) will be recorded and placed on the L4GA webpage for e-learning opportunities at the district's convenience. RESA's, leaders, teachers, partnering agencies and other stakeholders will be invited to join the virtual kickoff as well.

The CLSD office at the GADOE consists of Program Manager-Julie Morrill, Lisa Albert-Program Specialist, Sian Lott-Program Specialist, Holly Schmidt-Davis-Evaluation and Research Specialist, and Meghan Welch- Program Literacy and Digital Media Integration Specialist.