

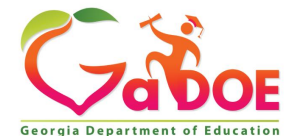
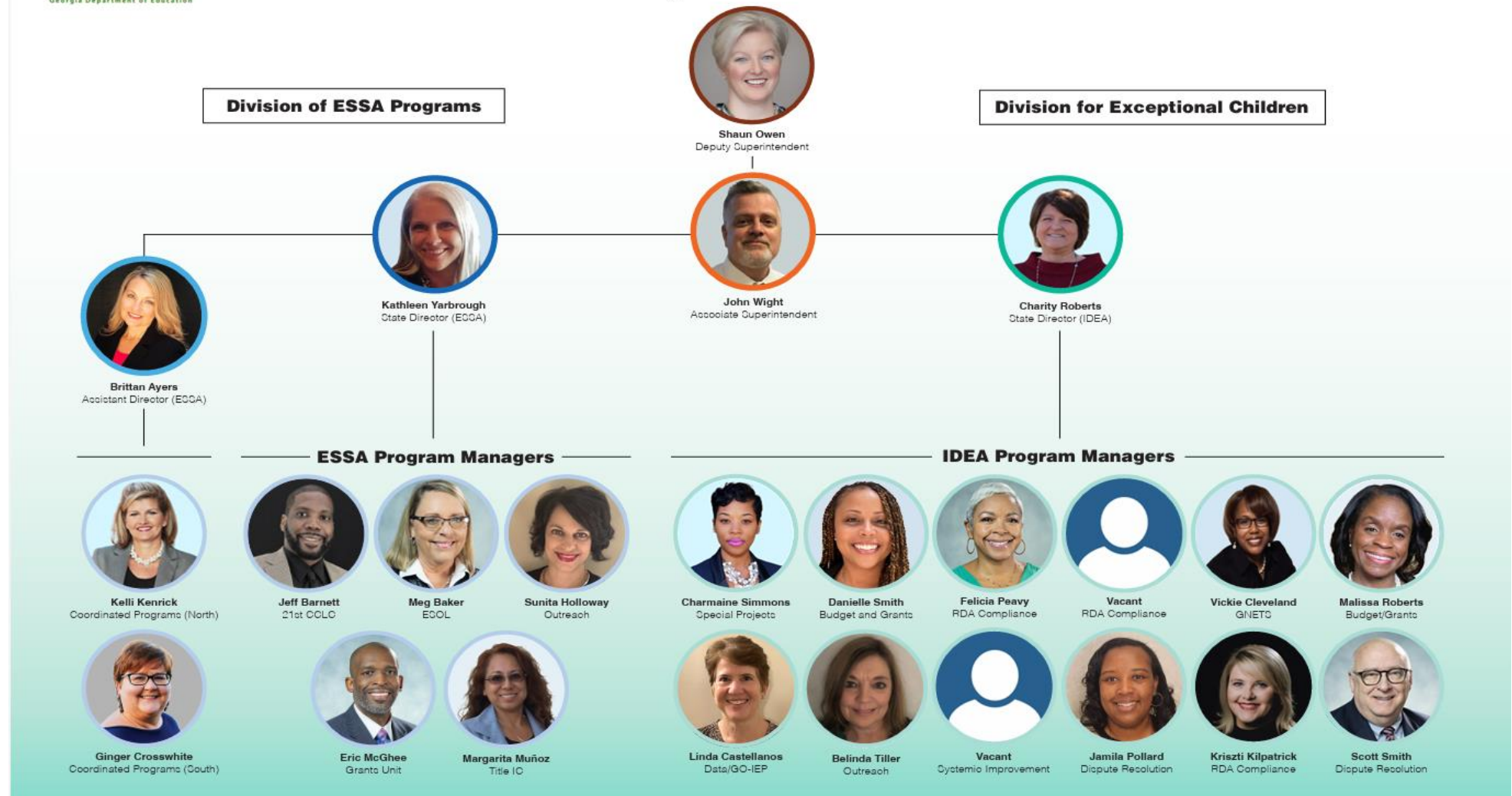
# House Bill 307 in the Spotlight: Creating Opportunities for Improved Literacy Outcomes for Students with IEPs

Fall 2025 GCASE



# Office of Federal Programs

## Organizational Chart



# Office of Federal Programs



The Georgia Department of Education's Office of Federal Programs partners with schools to ensure every child — including students with disabilities, English learners, students experiencing poverty and homelessness, migratory students, and students in foster care — receives the support they need to succeed. Through guidance, resources, and oversight of ESSA and IDEA grants, we work alongside districts to deliver services that make a difference for students.

# Spotlight On a Time Like No Other

2025-2026

## First year that:

- New Teachers have been prepared to provide evidence-based literacy instruction
- Current teachers have completed training in SoR
- New ELA Standards that align to SoR

## Second year of:

- Implementation of HQIM for reading in K-3
- Universal reading and dyslexia screening
- State literacy coaches placed in the 60 lowest performing schools

# Opportunity: Early Identification

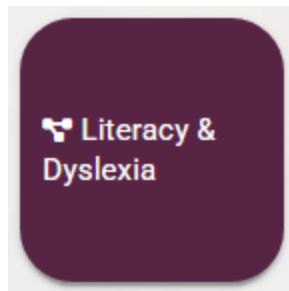
"It takes four times as long to intervene in fourth grade as it does in late kindergarten because of brain development and because of the increase in content for students to learn as they grow older."



Universal screening is a critical first step in identifying students who are at risk for experiencing reading difficulties and who may need more instruction.

Reading Rockets 2025

# Opportunity: Informed Decisions by IEP Teams



## ☰ The IDEA and Georgia's Literacy & Dyslexia Legislation

▶ Learning Plan

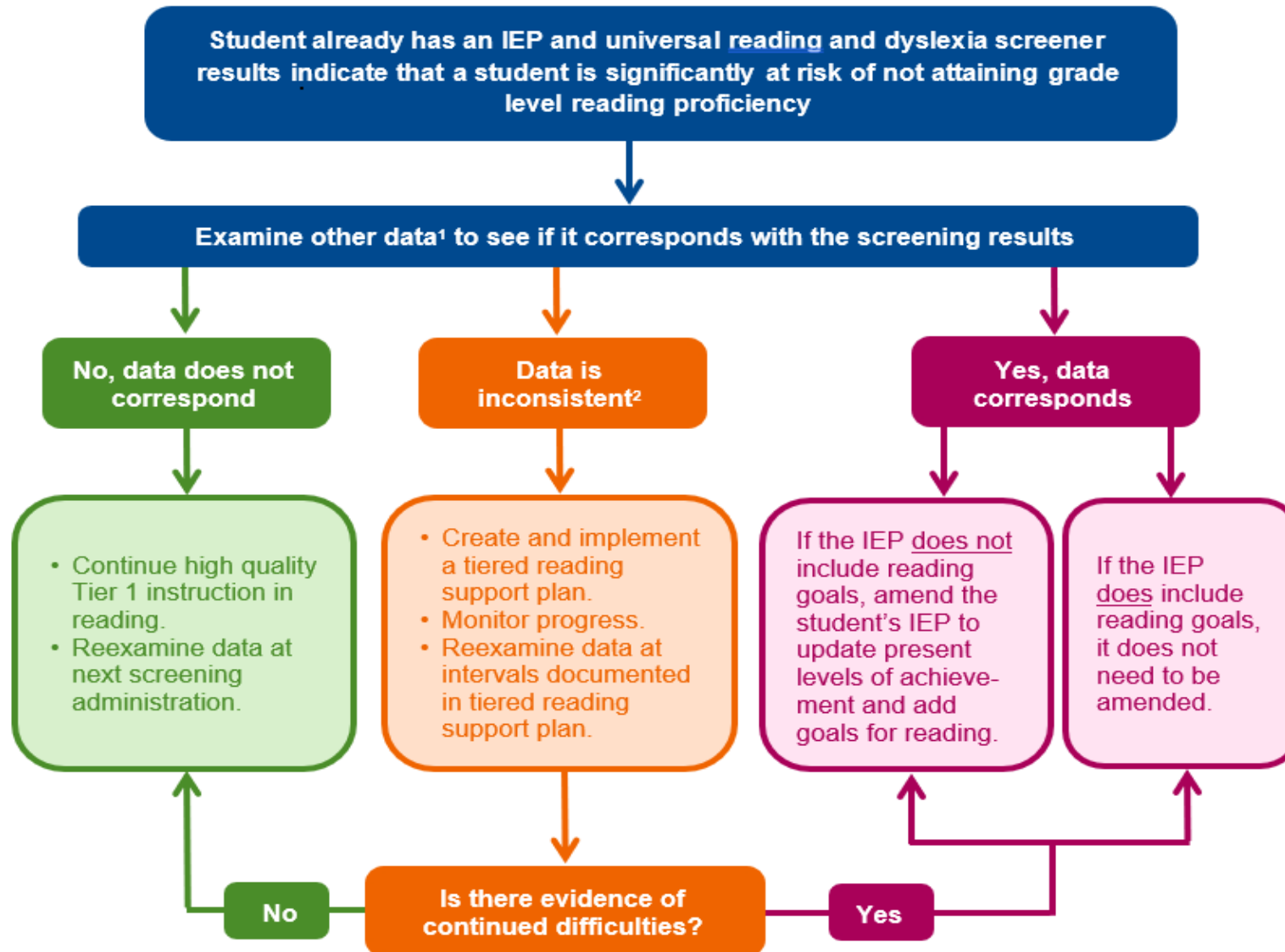
### ▼ LESSON RESOURCES

The IDEA and Georgia's  
Literacy & Dyslexia Legislation  
Webinar

The IDEA and Georgia's  
Literacy & Dyslexia Legislation  
Resource

The IDEA and Georgia's  
Literacy & Dyslexia Legislation  
Presentation Slides

## Screening for Students with IEPs: Developing a Tiered Reading Support Plan vs. Amending an IEP



# Literacy and Dyslexia GaDOE Inspire



## READY NOW

- Georgia Early Literacy and Dyslexia Summary
- Georgia Reading and Dyslexia Screening Process
- Diagnostic Assessments
- Tiered Reading Support Plans
- Characteristics of Dyslexia Rubric
- Characteristics of Dyslexia Support Plan
- Dyslexia Resource Guide for Families
- Dyslexia Handbook
- Aligning Literacy Policies & Practices 2.0
- Annual Certification Manual

A screenshot of the "Literacy &amp; Dyslexia" resource page on the Inspire platform. The page features a search bar at the top right, a navigation menu on the left, and a main content area with several resource categories. The categories include "Policies and Practices (1)", "The Georgia Early Literacy &amp; Dyslexia Act (HB 307) Resources (20)", "Screening and Support Plans (9)", "High-Quality Instructional Materials (2 resources)", "Professional Learning (3 resources)", "Reporting (1 resource)", and "Family Resources (5 resources)". Each category contains a list of specific resources with icons and titles.



<https://url.gadoe.org/brew>

# Opportunity: Data Analysis

## Data Sources

Psychological and Eligibility Reports

Student Progress Data Analysis

Formative/Summative e.g.,

Milestones

▶ Universal Screening

▶ Diagnostic

WIDA

IEP Goal Progress Monitoring

Benchmark performance

UPAR

Behavior/social skills

## Screening Components

Phonological Awareness

Phonemic Awareness

Alphabet Knowledge

Phonics

Oral Reading Fluency

Spelling

Vocabulary

Reading Comprehension

Oral Language

Rapid Automated Naming

# Scenario- Joshua



Joshua is a second-grade student who receives IEP services as a student with a specific learning disability.

He was flagged as being at risk for not attaining grade-level reading proficiency on the universal screening. He met grade-level expectations in phonological and phonemic awareness but was below expectations in phonics and oral reading fluency. He scored slightly better on vocabulary and comprehension.

The goals in his IEP address phoneme manipulation.

# Reflections

- Does Joshua's IEP align with the results of the most recent universal screening information?
- What takes place in your LEA to ensure the most recent universal screening data is reviewed and compared with IEP goals and services?



# Data Analysis: Lights the Path Forward

Step One: Establish and analyze expected growth versus actual progress to determine the level of risk (prevention-intervention-remediation).

Step Two: Determine the impact of instructional changes or other adaptations to programming.

Step Three: Determine next steps and intensity of instruction.

# Opportunity: Pinpoint Skill Deficits through Diagnostic Assessments

## Screening and Assessments



### Universal Screening

3 times per year

Given to all students in a class, grade, or school to identify students at risk of reading difficulties and those who need extra support.



### Diagnostic Assessment

After screening as needed

Used to identify specific strengths and weaknesses. Provide a detailed profile of a student's reading skills to guide intervention.



### Progress monitoring

Every 1-4 weeks

Regular spot checks of student progress to measure growth, adjust instruction, and determine whether an intervention is working.

[GaDOE-Diagnostic-Assessment-One-Pager.pdf](#)

# Diagnostic Assessments Shine the Light on What's Beneath the Surface

- Reading = multiple subskills (Scarborough's Rope).
- For instructional planning and IEP goal writing, diagnostic tools uncover the student's lowest skill deficit in phonological awareness, phonics, or decoding
- We've got to go underground—to the roots of reading!
- That means asking:
  - Can they blend sounds?
  - Can they segment words?
  - Do they struggle with CVCE patterns or r-controlled vowels?
  - Do they know how to map sound-to-print?

Tia is a kindergarten student who receives services as a student with a speech-language impairment. On the most recent administration of the universal screener, she was flagged as at risk of not attaining grade-level reading proficiency. She scored lowest in phonological and phonemic awareness.

Her IEP goals address rhyming and syllable awareness.

## Scenario- Tia



# Reflection

- Does the data provide enough information to target specific skills?
- What other data could the team use to determine if the IEP goals address the lowest deficit skill?



# Opportunity: Team Building



- Make the data analysis a collaborative process, looking at specific skill mastery of students and the level of risk.
- Integrate time as part of team planning or IEP team discussions.
- Data allows teachers to identify skill deficits and ensure accurate intervention selection.
- Use data to determine what skill needs to be taught tomorrow.

# Opportunity: Timely Action



# Spotlight: Automatic Word Recognition- Structured, Systematic Instruction

Systematic instruction that follows a scope and sequence of skills.



# Phonemic Awareness Scope & Sequence By Grade

K	Grade 1	Grade 2
Onset fluency	Onset fluency	Onset fluency
Blending phonemes into words	Blending phonemes into words	Blending phonemes
Final phoneme isolation	Isolating final sound in words	Isolating final sounds
Segmenting words into phonemes	Segmenting words into phonemes	Segmenting words into phonemes
Isolating medial sounds in words	Isolating medial sounds in words	Isolating medial sounds
Adding phonemes	Adding phonemes	Adding phonemes
Deleting phonemes	Deleting phonemes	Deleting phonemes
Substituting phonemes	Substituting phonemes	Substituting phonemes

# Phonics Scope & Sequence

Kindergarten	First Grade	Second Grade
Letter names – upper	Short vowels in CVC words	Multisyllabic words
Letter names – lower	Consonant blends with short vowels	Syllable blending
Consonant sounds	Short vowels, digraphs, and –tch trigraphs	Prefixes and suffixes
Long vowel sounds	R-controlled vowels	
Short vowel sounds	Long vowel spellings	
Blending CVC words (short vowels)	Variant vowels	
	Low-frequency vowels with consonant spellings	
	Inflected endings (-ing, -ed, -es)	

# Spotlight: Automatic Word Recognition-Explicit Instruction

Clear learning objectives communicated directly to students with specific learning outcomes

Structured learning activities that review pre-requisite skills

Material broken into small steps

Clear instructions and explanations

Planned modeling of specific skills

Active, guided practice with scaffolds to achieve mastery

Immediate supportive, corrective feedback with checks for understanding

# Instructional Design: Explicit Instruction

- Step by step
- Actions by the teacher are clear, specific, direct, and relate to the learning objective.
- Teacher provides modeling and opportunities for practice.
- [Video 18: Word-Building \(REL Southeast\)](#)



# Spotlight: Automatic Word Recognition- Intensification of Instruction and Intervention

## 1. Increase Time

Increase the time the student spends in explicit instruction.

Increase the number of sessions per week.

## 2. Group Size

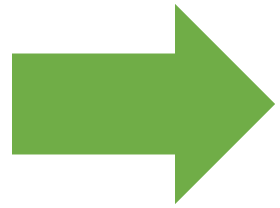
4-5 students

Homogeneous Grouping



**SWD needs more time, more turns, more practice, and more individual attention.**

# Opportunity: Implementation of HQIM



HB 307- Key Components	Key Highlights
Instructional Materials	<ul style="list-style-type: none"><li>- Aligned to the science of reading</li><li>- Instruct students in foundational literacy skills and State Board of Education (SBOE) approved English Language Arts (ELA) standards;</li><li>- School districts must annually certify their use of high-quality instructional materials from a state approved list.</li></ul>

# Using HQ Core Literacy Instructional Materials to Implement Intensive Instruction

## Specific Skills Instruction

- Diagnostic and Goal-oriented.
- Materials target specific skills of concern.
- Tailored to the students' specific needs with scaffolds.
- Incorporate explicit instruction.
- Additional student practice.
- Provide personalized attention and frequent feedback.
- Allow increased instructional time
- Monitored assessments to ensure growth and mastery of skill.
- Not used as a "double dose".

# HQ Supplemental Instructional Materials For Intensive Instruction

*Instructional material designed to assist in the instruction of one or more of the essential knowledge and skills.*

- Used in **addition** to comprehensive foundation core reading programs.
- Provide intensive instruction and time for skill practice.
- Embed scaffolding.
- Incorporate small, informal, formative assessments to collect data.
- Leads to meaningful growth and mastery of skills.

# Vetting Supplemental Materials for SDI

Literacy Guidance  
Rubric for Vetting Supplemental  
Instructional Resources

Grades K-3rd



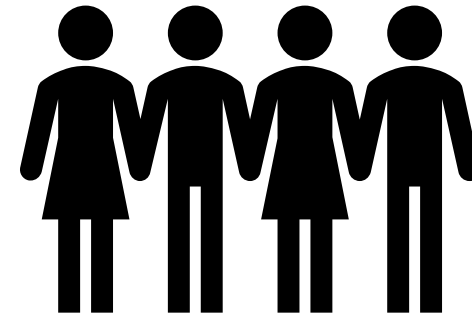
<http://tiny.cc/Vetting>

# Points to Remember: Implementation of HQIM Makes a Difference

- Establish parameters for the use of HQIM.
- Foster a culture of belief in HQIM.
- Instructional leadership equals successful implementation.
  - Ensure HQIMs are implemented with fidelity through observations.
  - Support teachers' implementation of HQIM with professional learning, coaching, and supportive feedback.

# Opportunity- Collaboration and Communication

- Consider all resources and service providers to support student progress.
- Inform parents.



# 3-2-1 Reflection



- 3 opportunities for IEP teams



- 2 instructional spotlights



- 1 opportunity or 1 spotlight for action

# Reflection

*"Early intervention is key. Teaching literacy skills to children with disabilities can change their lives, giving them the tools they need to communicate and succeed."*

Temple Grandin

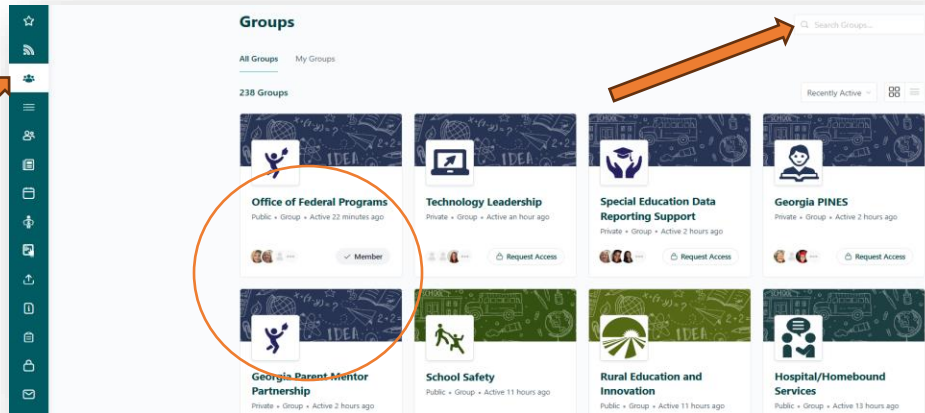


# Contact

- Catherine Gossett
- Program Specialist, Instruction and Systemic Improvement
- Office of Federal Programs
- Division for Exceptional Children or ESSA
- [Catherine.gossett@doe.k12.ga.us](mailto:Catherine.gossett@doe.k12.ga.us)
- 404-308-7832

## Join the Office of Federal Programs Community Group

1. Go to [GaDOE Community](#)
2. Sign In or “Create an Account”
3. Once you are signed in, click the Groups icon on the left column and type “Office of Federal Programs” into the search bar.



4. Once you access the Office of Federal Programs group, click the “Join Group” button

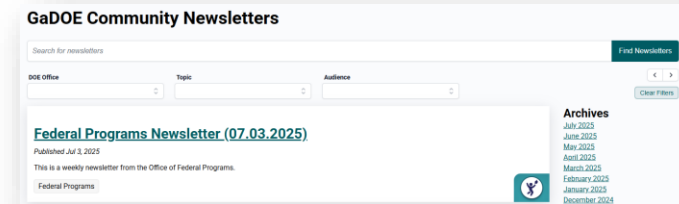
+ Join Group

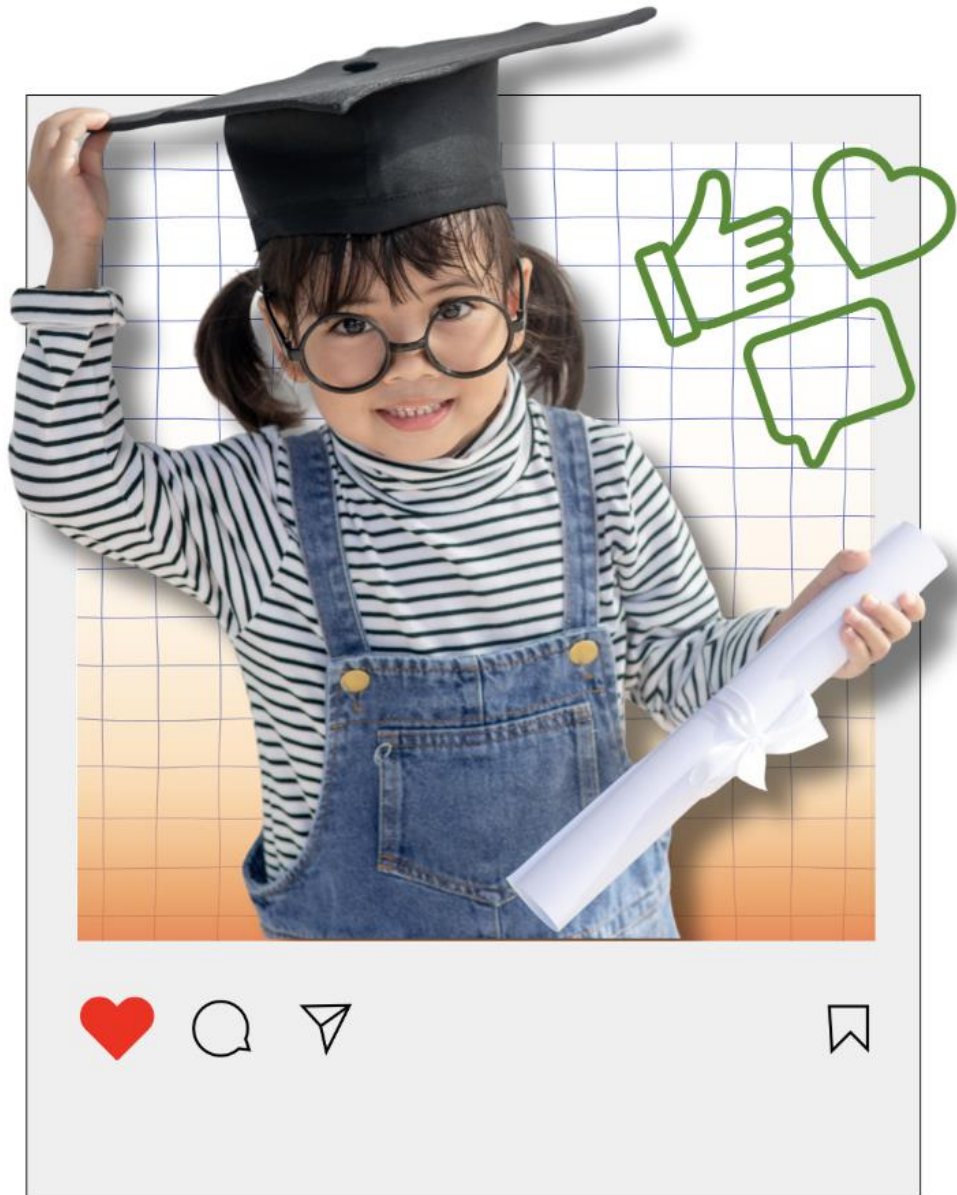
## Subscribe to Federal Programs Newsletter

1. Go to [GaDOE Community](#)
2. Sign in to your account and access the Office of Federal Programs group
3. Click on the “Subscribe to Newsletter” button



4. To access archived newsletters, click on the News icon on the left column





# Follow the Office of Federal Programs on Social Media

Stay connected with Georgia's Federal Programs for the latest updates, resources, and success stories that support student achievement across the state. Follow us to learn about initiatives, upcoming events, and tools that help schools and districts make an impact.



Facebook

[Georgia Department of Education - Federal Programs](#)



Instagram

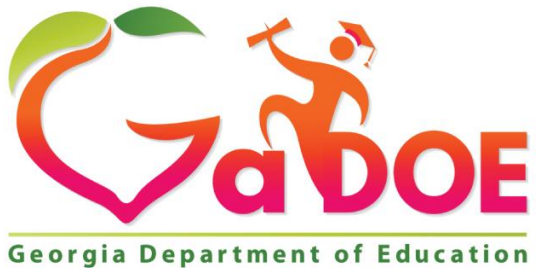
[@gadoe\\_fedprograms](#)



[www.gadoe.org](http://www.gadoe.org)

   @georgiadeptofed

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



**PREPARING ALL  
STUDENTS FOR LIFE**