

STATE OF THE STATE: Advancing Special Education in Georgia through Priorities, Progress, and Possibilities

Dr. Charity Roberts

Division for Exceptional Children

Office of Federal Programs

Georgia Department of Education

March 3, 2026

Activate Accessibility Features

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Office of Federal Programs

Organizational Chart

Division of ESSA Programs

Division for Exceptional Children



Shaun Owen
Deputy Superintendent



Kathleen Yarbrough
State Director (ESSA)



John Wight
Associate Superintendent



Charity Roberts
State Director (IDEA)



Brittan Ayers
Assistant Director (ESSA)

ESSA Program Managers

IDEA Program Managers



Kelli Kenrick
Coordinated Programs (North)



Jeff Barnett
21st CCLC



Meg Baker
ESOL



Sunita Holloway
Outreach



Charmaine Simmons
Special Projects



Danielle Smith
Budget and Grants



Felicia Peavy
RDA Compliance



Michelle Pyrlk
RDA Compliance



Vickie Cleveland
GNETS



Malissa Roberts
Budget/Grants



Ginger Crosswhite
Coordinated Programs (South)



Eric McGhee
Grants Unit



Margarita Muñoz
Title IC



Linda Castellanos
Data/GO-IEP



Belinda Tiller
Outreach



Jennifer Brendle
Systemic Improvement



Jamila Pollard
Dispute Resolution



Kriezli Kilpatrick
RDA Compliance



Scott Smith
Dispute Resolution

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.

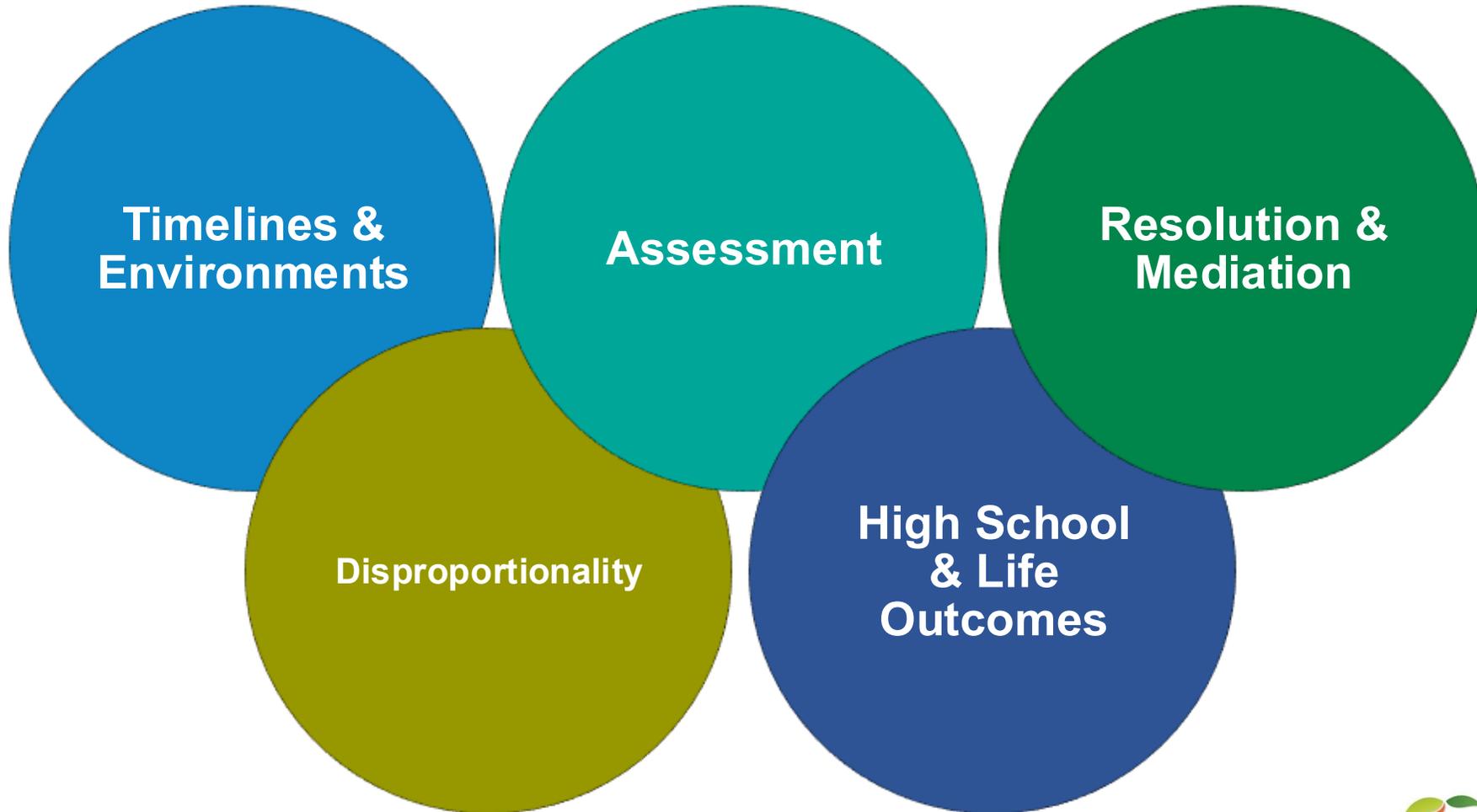
State Performance Plan (SPP) and Annual Performance Report (APR)

Purpose and Requirement

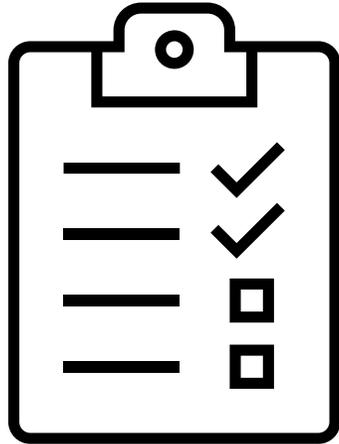
The Individuals with Disabilities Education Act (IDEA) requires each state to develop a state performance plan/annual performance report (SPP/APR) that evaluates the state's efforts to implement the requirements and purposes of the IDEA and describes how the state will improve its implementation.

- A state is required to submit a state performance plan (SPP) at least every six years.
- Each year, states must report against the targets in its SPP in an annual performance report (APR). See GaDOE [website](#).
- The APR reports annual progress on the SPP for stakeholders.
- The SPP/APR reports on data from the previous school year (e.g., FY26 report covers the 2024-2025 school year).
- Timeline: Initial report submitted to US ED on Feb 2 and will be final April 23.

SPP/APR Performance Report Clusters



Two Categories of Indicators



COMPLIANCE



RESULTS

Compliance Indicators

Compliance Indicators have a mandatory target that is set at 0% or 100%.

Target set at 0%

Indicator 4B

Suspension/ Expulsion
Significant Discrepancy
(SD) by Race/Ethnicity

Indicator 9

Disproportionate
Representation (DR)

Indicator 10

DR in Specific Disability
Category

Target Set at 100%

Indicator 11

Child Find

Indicator 12

Early Childhood Transition

Indicator 13

Secondary Transition

Indicator 18

General Supervision

COMPLIANCE

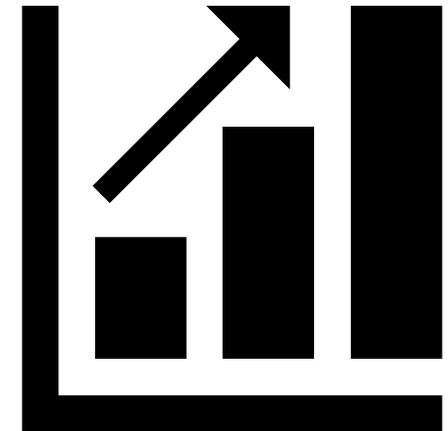


Results Indicators

Results Indicators require targets that must show an increase over baseline, be rigorous, and be set with the advice of stakeholders.

- **Indicator 1:** Graduation
- **Indicator 2:** Dropout
- **Indicator 3:** Assessment
- **Indicator 4A:** Suspension and Expulsion
- **Indicator 5:** School Age Environments
- **Indicator 6:** Early Childhood Environments
- **Indicator 7:** Preschool Outcomes
- **Indicator 8:** Parent Involvement
- **Indicator 14:** Post School Outcomes
- **Indicator 15:** Resolution Sessions
- **Indicator 16:** Mediation
- **Indicator 17:** State Systemic Improvement Plan (SSIP)

RESULTS



FY26 SPP APR Report: 2024-2025 School Year

47	Total Number of SPP APR Indicators and Sub-indicators
19	Georgia Met Expectation on Indicators and Sub-indicators
28	Georgia Did Not Meet Expectations on Indicators and Sub-indicators

Georgia's Performance – Met

Indicator 1	Graduation
Indicator 2	Drop Out
Indicator 3A	Assessment Participation in Reading and Math: Gr. 4, 8, HS
Indicator 3B	Assessment Proficiency in Math: Gr. 8, HS
Indicator 5C	Educational Environments
Indicator 6C	Preschool Environments
Indicator 7	Preschool Outcomes
Indicator 14	Post-School Outcomes
Indicator 17	State Systemic Improvement Plan
Indicator 18	General Supervision

Georgia's Performance – Did Not Meet

Indicator 3B,C,D	Assessment Proficiency in Reading and Math: Grade 4, 8, HS
Indicator 4	Suspension/Expulsion
Indicator 5A,B	Educational Environments
Indicator 6A,B	Preschool Environments
Indicator 7A,B,C	Preschool Outcomes
Indicator 8	Parent Involvement
Indicator 15	Resolution Sessions
Indicator 16	Mediation

Results Not Final Until April 23, 2026

ANNUAL PERFORMANCE INDICATORS

INCREASE

ACADEMIC &
FUNCTIONAL OUTCOMES

PRESCHOOL

POST-SCHOOL

MATH

LITERACY

LRE

OUTCOMES

GRAD RATE

EMPLOYMENT

HIGHER ED

ANNUAL PERFORMANCE INDICATORS

INCREASE

**STUDENT
ENGAGEMENT**

**PARENT
ENGAGEMENT**

**PARENT
SATISFACTION**

ANNUAL PERFORMANCE INDICATORS

DECREASE

SUSPENSION &
EXPULSION

DISPUTE

DROPOUT

GaDOE Action Steps

- Increase coordination of resources, technical assistance, and professional development towards high-quality instructional materials and high-leverage practices in Literacy and Mathematics growth for students with disabilities.
- Increase awareness, community coordination, stakeholder engagement in developing viable post-school outcome opportunities for students with disabilities.
- Enhance technical assistance around family engagement as a foundational part of the IEP process.

THE POWER OF "WE"

THE LANGUAGE OF
COLLABORATION & PARTNERSHIP



STATE SYSTEMIC IMPROVEMENT PLAN

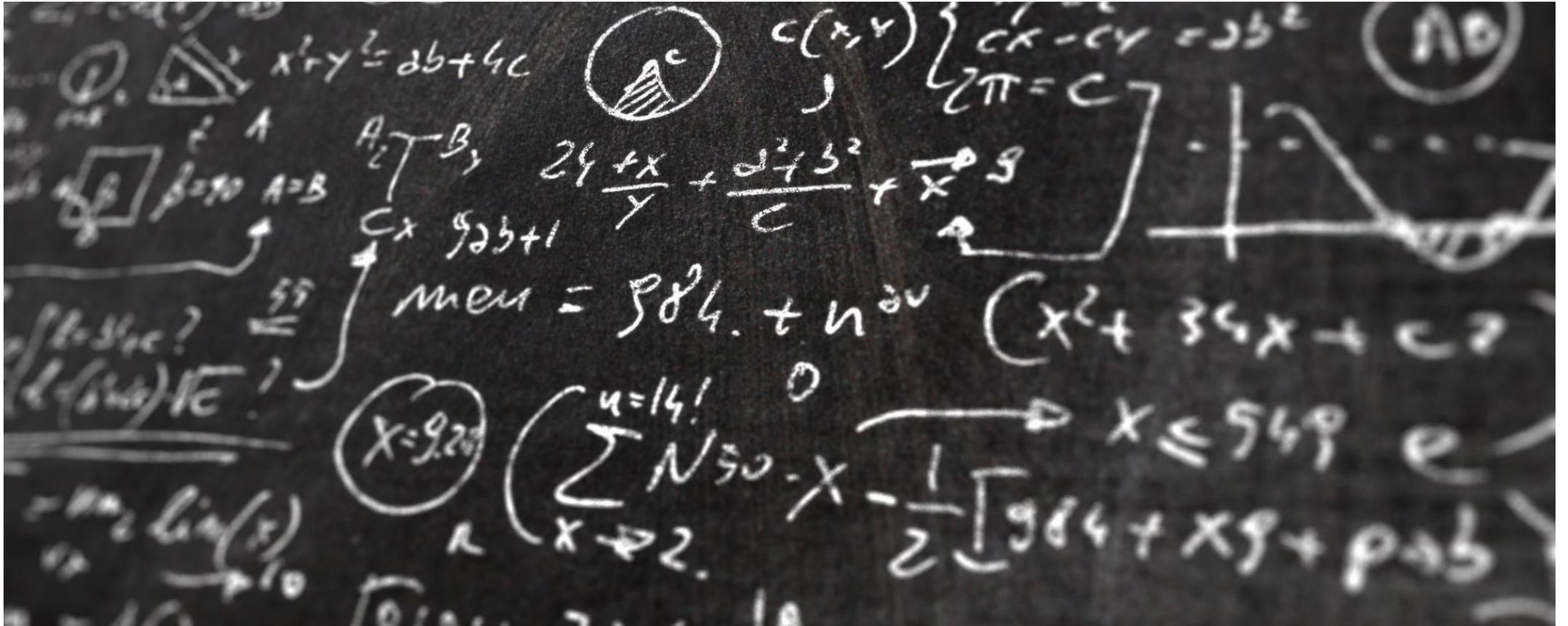
SSIP INDICATOR 17

State Average (SWD) compared to State Average (All Students)

2025 GA Milestones Reading Readiness Averages - Percent of Students Reading At or Above Grade Level

State (SWD)	State (All Students)	Percentage Points Difference
40.93	68	-27.07

INSTRUCTION



LITERACY



RENOVATION BEGINS WITH VISION



LITERACY DEFINED

Literacy in All Classrooms = Highest Learning ROI

Literacy is defined as the ability to ***read***, ***write***, ***speak*** and ***listen*** in a way that lets us communicate effectively and make sense of the world.



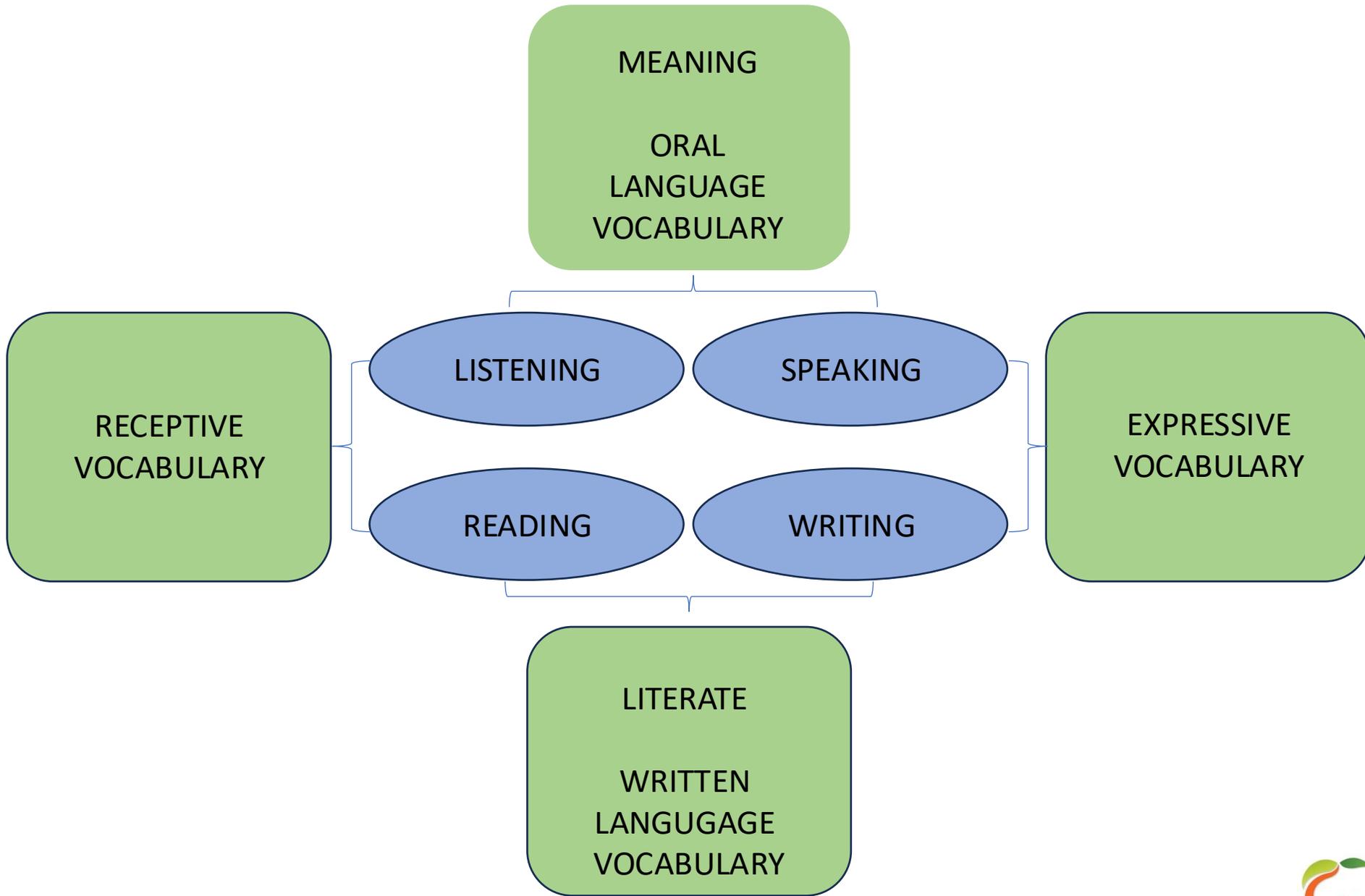
BASIC LITERACY - THE FOUNDATION



Basic Literacy

Learning to Read and Write

Targeted instruction and intervention focused on foundational reading and writing skills, including phonics and word study, fluency, vocabulary, comprehension, and basic written expression.



Many Strands Are Woven into Skilled Reading

Language Comprehension

Background Knowledge

facts, concepts, etc.

Vocabulary

breadth, precision, links, etc.

Language Structures

syntax, semantics, etc.

Verbal Reasoning

inference, metaphor, etc.

Literacy Knowledge

print concepts, genres, etc.

Word Recognition

Phonological Awareness

syllables, phonemes, etc.

Decoding

alphabetic principle, spelling-sound correspondence

Sight Recognition

of familiar words

Increasingly strategic

Increasingly automatic

Skilled Reading

Fluent execution and coordination of language comprehension and word recognition

*Figure 1.9 Reading Rope
(Scarborough, 2001)*

ELEMENTARY LITERACY

WHY ADDRESS FOUNDATIONAL READING SKILLS?

- Important frame of reference to begin this work:
- There are 44 sounds in the English language.
- There are 26 letters in the English language.
- There are approximately 250 graphemes/spelling patterns for sounds in the English language.

WHY ADDRESS FOUNDATIONAL READING SKILLS?

- For all students to listen, speak, read, and write in the English language...
- All skills included in the diagnostic reading process are **REQUIRED**.
- Students must be fluent with
 - Letter names and sounds
 - All categories of phonetic spellings
- Students must be able to
 - Blend, segment, add, delete, and substitute sounds fluently
 - Correctly and accurately associate sounds with the correct spelling pattern.

Our Goal: Hit the Mark for Every Student

To design a systemic infrastructure
for the strands of
automatic word recognition and
language comprehension in all
content/subject areas



Goals

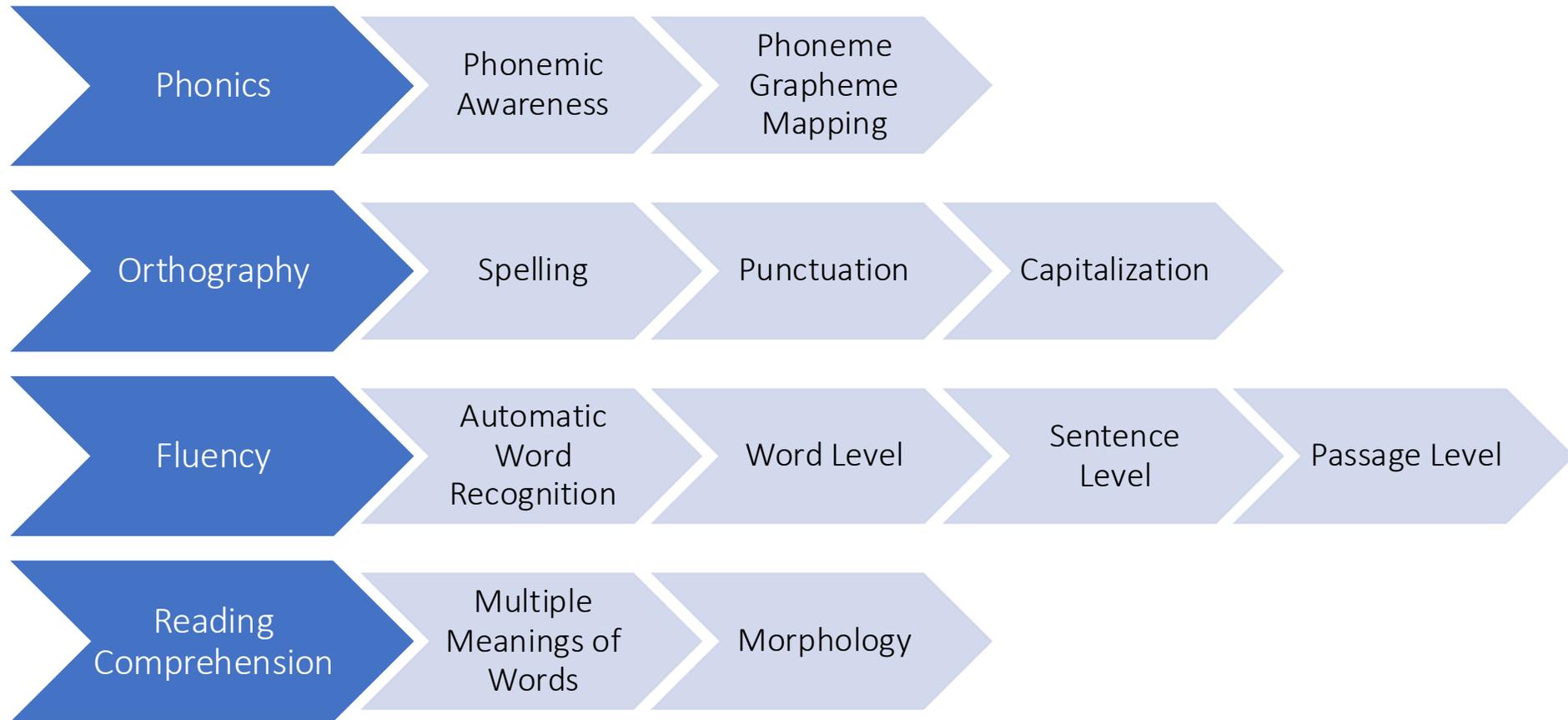
- An effective and streamlined process (written procedures) for risk identification, intervention assignment, and mastery monitoring
- Identify the skills necessary for explicit instruction
- Identify the most effective programs and instructional practices to ensure students achieve grade-level proficiency.

Can we Describe our Intervention Process?

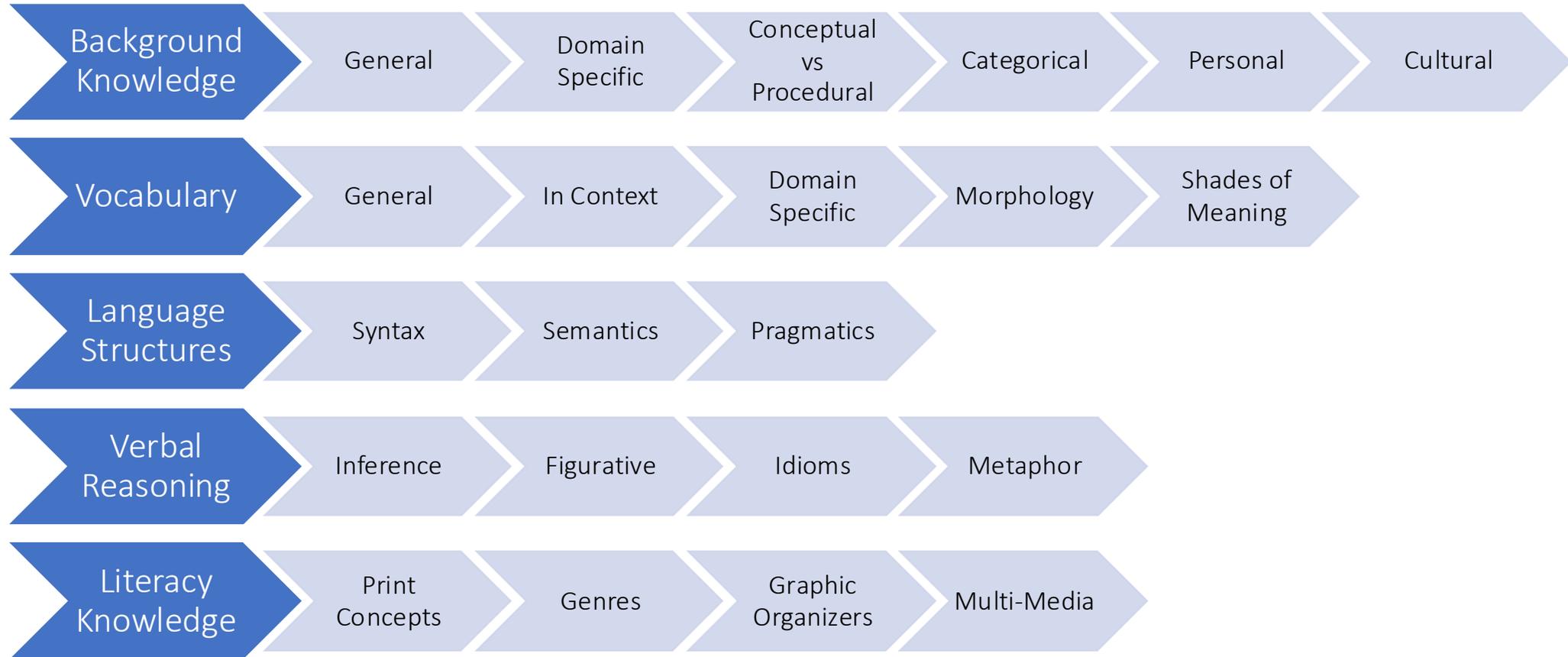
For EACH domain, do we have an operational process for:

- Universal screening
- Diagnostic screening
- Cut scores
- Rostering for data analysis
- Evidence-based intervention with strong implementation fidelity
- Mastery monitoring for explicit skill instruction
- Progress monitoring for overall growth

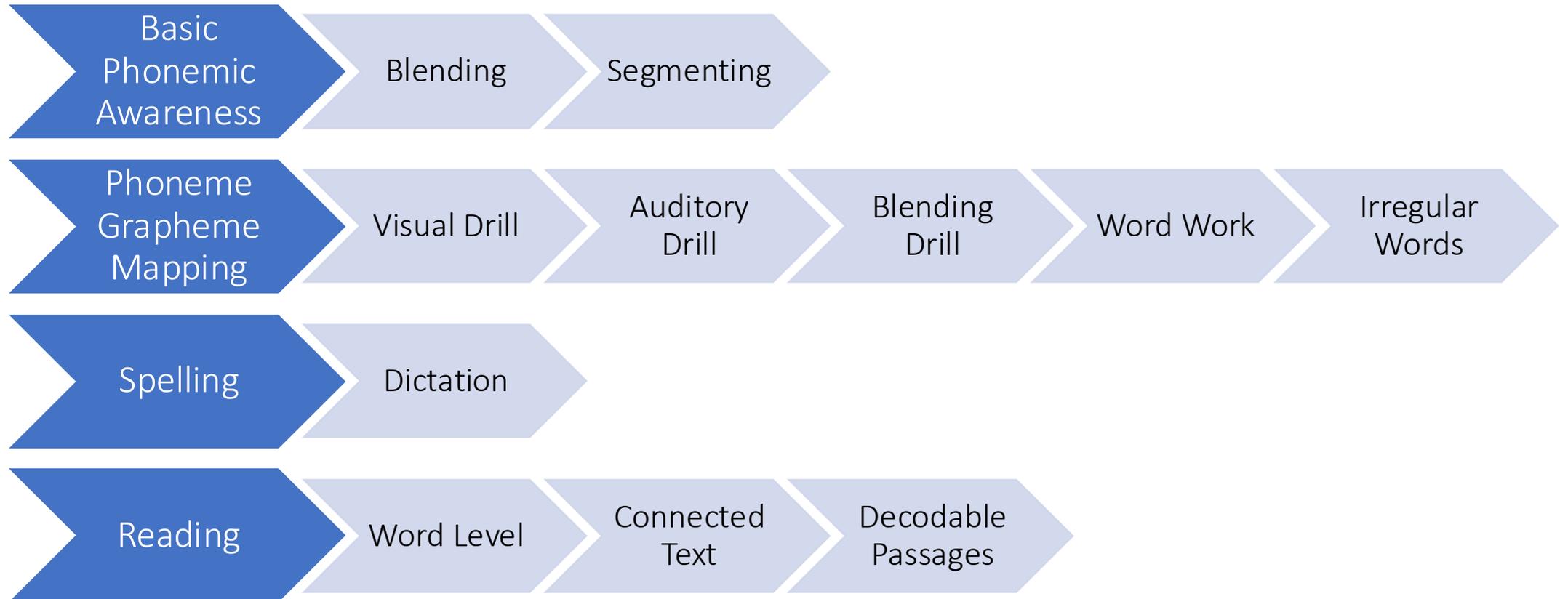
Standards-Based Instruction for Word Recognition



Standards-Based Instruction for Language Comprehension



Grades K – 1 Word Recognition



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)	

Consortium on Reading Excellence; Walpole & McKenna; UFLI

LEVELS OF RISK

- PREVENTION – Address a skill or standard that is part of the current grade-level unit of study or scope and sequence
- INTERVENTION – Address a skill or standard in which the class has moved on to the next unit or standard within the current grade, but some students have not mastered a prior skill or standard in a previous unit of study or scope and sequence.
- REMEDIATION – Address a skill or standard from a previous grade-level/year.
- EXTENSION – Address a skill or standard beyond the current scope and sequence.

GaDOE RESOURCES

- [K-12 ELA Learning Progressions](#)
- [GaDOE SuitCASE](#)
- [GaDOE INSPIRE](#)

FLUENCY ACROSS GRADES

Changing Emphasis of Big Ideas

	K	1 st	2 nd	3 rd	4 th	5 th
Phonemic Awareness	Blend & Segment		Phoneme Analysis (Addition, Deletion, Substitution)			
Phonics	Sounds/ Basic Phonics	Advanced Phonics & Multisyllabic			Multi-Syllabic & Word Study	
Fluency	Sounds & Words	Words & Connected Text			Connected Text	
Vocabulary	Listening		Listening & Reading		Reading	
Comprehension	Listening		Listening & Reading		Reading	

[FLUENCY: The Real Story...](#)



GRADE LEVEL DOMAINS

	DOMAINS
KINDERGARTEN	Oral Language
	Phonemic Awareness – (blend & segment)
	Basic Phonics / Advanced Phonics
	Fluency – Sounds & Words
	Sight Words (using phonics scope & sequence)
	Vocabulary - Listening
	Comprehension - Listening

[Suggested Instructional Routines for Teaching Reading](#)
[First through Fifth Grade](#)

GRADE LEVEL DOMAINS

	DOMAINS
FIRST GRADE	Oral Language
	Phonemic Awareness – (blend & segment, add, delete, & substitute)
	Basic Phonics / Phoneme Grapheme Correspondence
	Sight Words (using phonics scope & sequence)
	Word Families (rime patterns)
	Morphology - Inflectional
	Listening Vocabulary
	Fluency – Sounds & Words and Words & Connected Text
	Comprehension - Listening

[Suggested Instructional Routines for Teaching Reading](#)
[First through Fifth Grade](#)

GRADE LEVEL DOMAINS

	DOMAINS
SECOND GRADE	Oral Language
	Phonemic Awareness (blend & segment, add, delete, & substitute)
	Advanced Phonics / Phoneme Grapheme Correspondence
	Sight Words (using phonics scope & sequence)
	Common Syllables / Syllabification
	Word Families (rime patterns)
	Morphology - Inflectional
	Vocabulary – Listening & Reading
	Fluency – Words & Connected Text
	Comprehension – Listening & Reading

[Suggested Instructional Routines for Teaching Reading](#)
[First through Fifth Grade](#)

GRADE LEVEL DOMAINS

	DOMAINS
THIRD GRADE	Oral Language
	Phonemic Awareness (blend & segment, add, delete, & substitute)
	Advanced Phonics / Multisyllabic Words
	Sight Words (using phonics scope & sequence)
	Common Syllables / Syllabification
	Word Families (rime patterns)
	Morphology – Inflectional & Derivational
	Vocabulary – Listening & Reading
	Fluency – Words & Connected Text
	Comprehension – Listening & Reading

[Suggested Instructional Routines for Teaching Reading](#)
[First through Fifth Grade](#)

NO ASSUMPTION ASSESSMENT

READING COMPREHENSION

is the

PRODUCT

resulting in a

SOLID FOUNDATION

of

Phonemic Awareness, Phonics
Background Knowledge, Vocabulary,
Fluency, Literacy Knowledge &
Language Structures



We Need Diagnostic Data

Diagnostic assessments identify all skill deficits (within a defined scope) and ensures more accurate intervention selection.

Why?

We Need Data
To Tell Us
What To Teach
Tomorrow

MASTERY MONITORING

What is mastery monitoring?

- Ensuring each student demonstrates with accuracy and fluency,
- Each discrete skill taught, modeled, and practiced
 - In groups
 - Independently

What does mastery monitoring look like?

- Regular skills check using Tier I curriculum and weekly routines
- Record each student's accuracy and fluency for targeted skills
- Weekly skills practice – score the accuracy rate

Designing Classroom Instruction & Interventions

- What is the lowest deficit skill within this area of reading?
- How many opportunities did the student have to receive explicit instruction and corrective feedback:
 - Within a week?
 - Within a month?
 - Across the year?
- Did these explicit instruction opportunities increase as data indicated lack of sufficient growth?
- Have we taught this skill explicitly for mastery of scope and sequence?

ADOLESCENT LITERACY

BASIC, CONTENT, DOMAIN

ADOLESCENT LITERACY (Gr 4-12)

Adolescent literacy encompasses the *reading*, *writing*, *speaking*, and *listening* skills students must develop to meet increasingly complex academic demands.

Educators across all content areas —not just in ELA — play a critical role in supporting students' literacy development.

Speaking



Writing



Listening



Reading



Literacy Renovation Check

What percent of your adolescent classrooms (4th-12th) consistently and intentionally integrate *reading*, *writing*, *speaking*, and *listening* into daily lessons?



LITERACY RESOURCES

IES Practice Guide

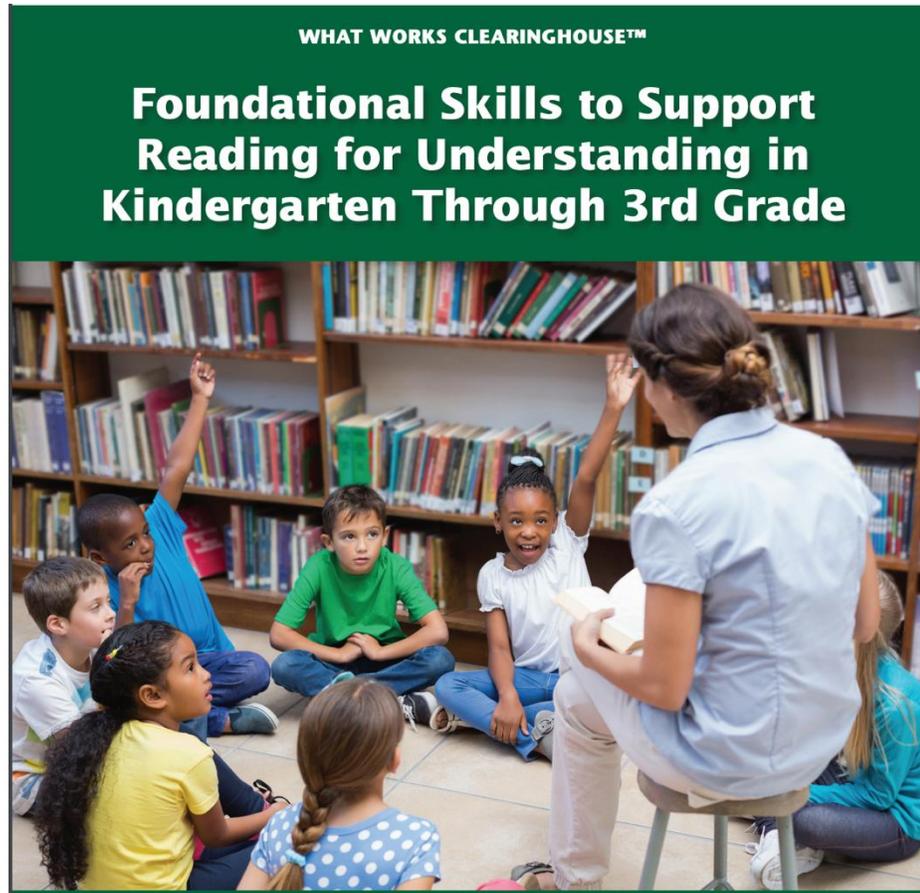
<https://ies.ed.gov/ncee/WWC/PracticeGuide/14>

Improving Reading Comprehension in Kindergarten Through 3rd Grade

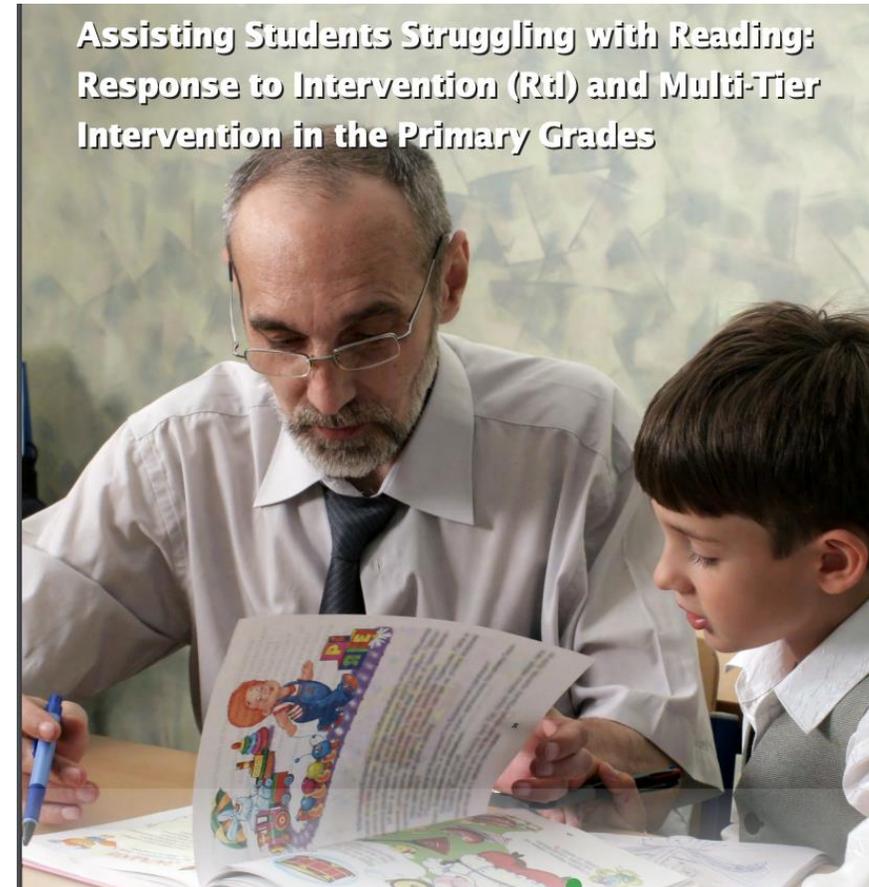


IEP Practice Guide

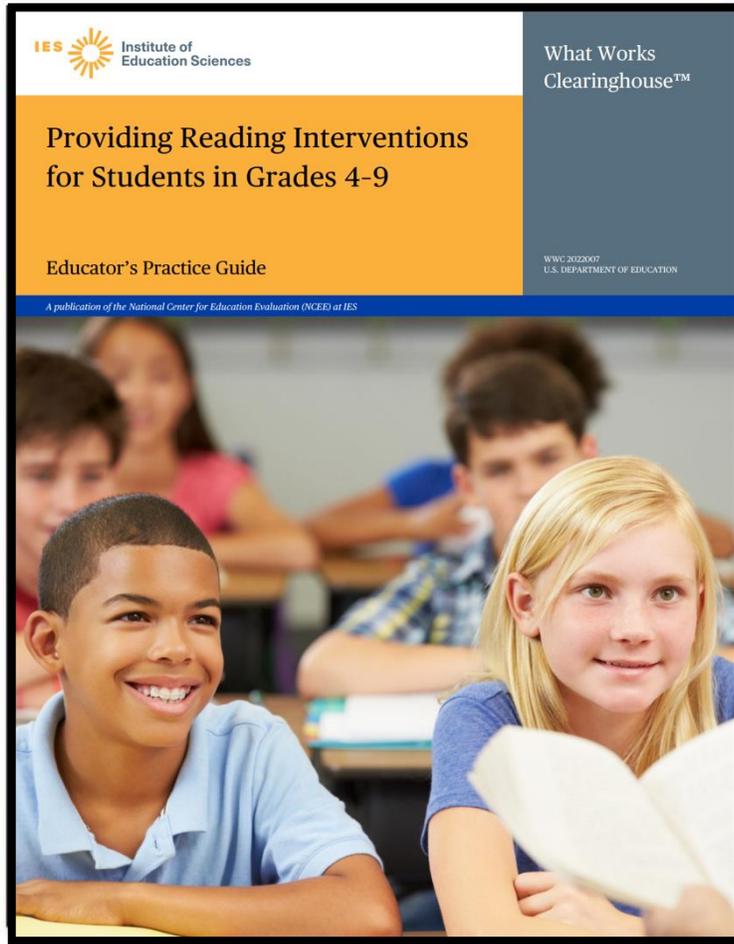
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf



<https://ies.ed.gov/ncee/wwc/PracticeGuide/21>



IES Practice Guide



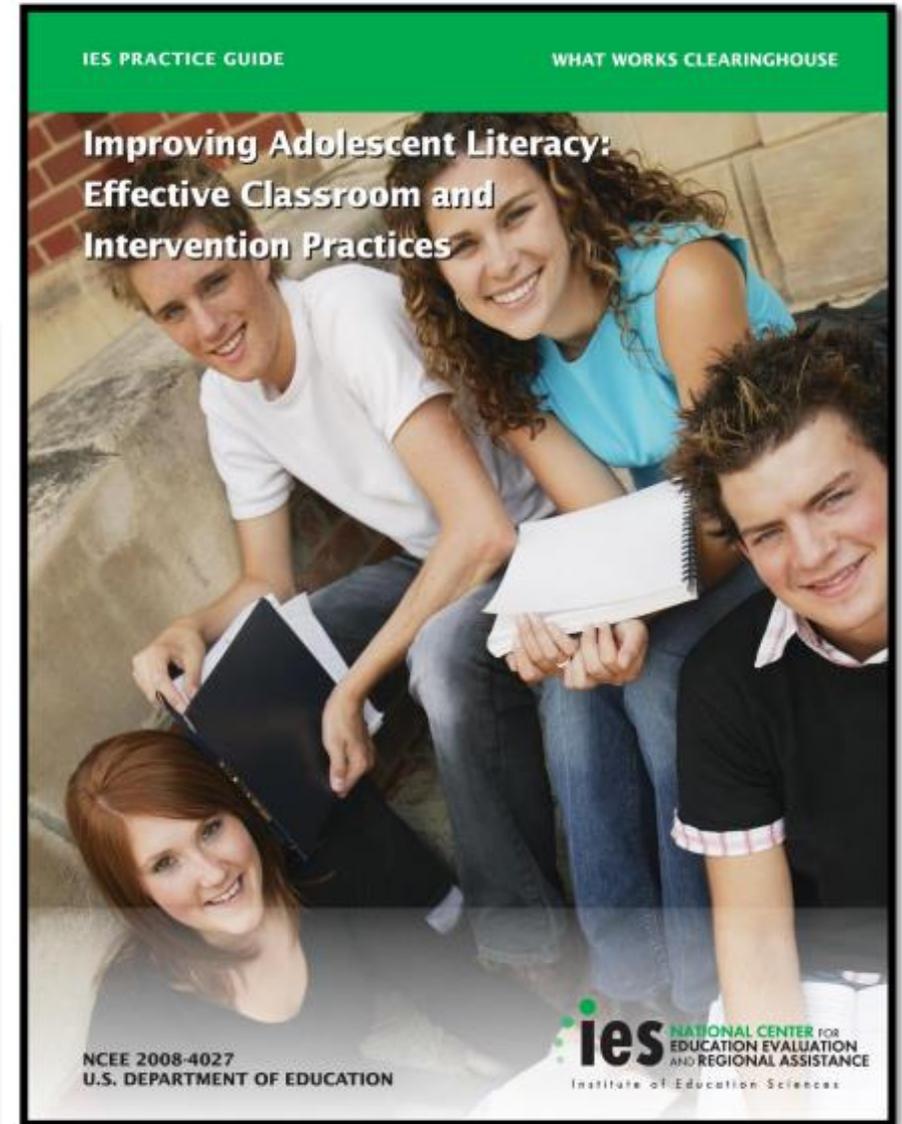
Practice recommendation	Level of evidence		
	Minimal	Moderate	Strong
1. Build students' decoding skills so they can read complex multisyllabic words.			✓
2. Provide purposeful fluency-building activities to help students read effortlessly.			✓
3. Routinely use a set of comprehension-building practices to help students make sense of the text.			✓
4. Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information.		✓	

<https://ies.ed.gov/ncee/WWC/PracticeGuide/29>



Improving Adolescent Literacy

Recommendation	Level of evidence
1. Provide explicit vocabulary instruction.	Strong
2. Provide direct and explicit comprehension strategy instruction.	Strong
3. Provide opportunities for extended discussion of text meaning and interpretation.	Moderate
4. Increase student motivation and engagement in literacy learning.	Moderate
5. Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.	Strong



https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/adlit_pg_082608.pdf

Adolescent Literacy & Resources (ELA Repository)



Georgia's K-12 ELA Standards: Resources (116)

Georgia's K-12 ELA Standards: PDF/Digital Versions (60)

Georgia's K-12 ELA Standards: Resources for District & School Leaders (58)

Adolescent & Disciplinary Literacy (4-12) (29)

Georgia Adolescent Literacy Academy (68)

ELA Professional Learning (117)

Adolescent & Disciplinary Literacy (4-12)

Resources (29) My Content (0)

Resources

Adolescent Literacy Research (10)

- IES Practice Guide: Improving Adolescent Literacy: Effective Classroom and Intervention Practices
- IES Practice Guide: Teaching Secondary Students to Write Effectively
- IES Practice Guide: Providing Reading Interventions for Students in Grades 4-9
- Reading Next: A Vision for Action and Research in Middle and High School Literacy
- Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools
- Effective Instruction for Adolescent Struggling Readers: A Practice Brief
- What Content-Area Teachers Should Know About Adolescent Literacy
- Literacy Instruction in the Content Areas: Getting to the Core of Middle and High School Improvement
- IES Practice Guide: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School
- IES Self-study Guide for Implementing Literacy Interventions in Grades 3-8

Adolescent Literacy Recorded Webinar Series (Keys to Literacy) (12)

- Adolescent Literacy: Addressing the Needs of Students in Grades 4-12
- Keys to Literacy Free Resources
- Leading Effective Adolescent Literacy Practices
- Adolescent Literacy Overview: Webinar #1 (3)
 - Adolescent Literacy Overview: Recorded Webinar #1
 - Adolescent Literacy Overview: Recorded Webinar #1 Handout
 - Adolescent Literacy Overview: Recorded Webinar Facilitator's Guide
- Supporting Struggling Older Readers: Webinar #2 (2)
 - Supporting Struggling Older Readers: Recorded Webinar #2
 - Supporting Struggling Older Readers: Recorded Webinar #2 Handout
- Comprehension Strategies: Webinar #3 (2)
 - Introduction to Comprehension Strategies: Recorded Webinar #3
 - Introduction to Comprehension Strategies: Recorded Webinar #3 Handout
- Vocabulary Strategies: Webinar #4 (2)
 - Introduction to Effective Vocabulary Instruction: Recorded Webinar #4
 - Adolescent Literacy: Effective Vocabulary Instruction Handouts

Disciplinary Literacy Series with the Florida Center for Reading Research (7)

- Disciplinary Literacy: Session One (Social Studies & Science)
- Disciplinary Literacy 2A: Social Studies (Explicit Vocabulary Instruction)
- Disciplinary Literacy 2B: Science (Explicit Vocabulary Instruction)
- Disciplinary Literacy 3A: Social Studies (Text Coding & Directed Note-taking)
- Disciplinary Literacy 3B: Science (Text Coding & Directed Note-taking)
- Disciplinary Literacy 4A: Social Studies (Extended Text Discussion)
- Disciplinary Literacy 4B: Science (Extended Text Discussion)



[LINK](#)

Adolescent Literacy & Disciplinary Literacy Resources (ELA Repository)



[LINK](#)

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- ▶ Georgia's K-12 ELA Standards: PDF/Digital Versions (60)
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- ▶ Georgia Adolescent Literacy Academy (68)
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▶ Adolescent & Disciplinary Literacy (4-12)

Resources (29) My Content (0)

Resources

Adolescent Literacy Research (10)

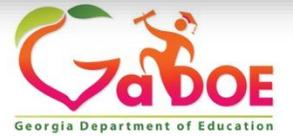
IES Practice Guide: Improving Adolescent Literacy: Effective Classroom and Intervention Practices	IES Practice Guide: Teaching Secondary Students to Write Effectively	IES Practice Guide: Providing Reading Interventions for Students in Grades 4-9	Reading Next: A Vision for Action and Research in Middle and High School Literacy	Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools
Effective Instruction for Adolescent Struggling Readers: A Practice Brief	What Content-Area Teachers Should Know About Adolescent Literacy	Literacy Instruction in the Content Areas: Getting to the Core of Middle and High School Improvement	IES Practice Guide: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School	IES Self-study Guide for Implementing Literacy Interventions in Grades 3-8

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▶ Supporting Struggling Older Readers: Webinar #2 (2)		
Supporting Struggling Older Readers: Recorded Webinar #2	Supporting Struggling Older Readers: Recorded Webinar #2 Handout	
▶ Comprehension Strategies: Webinar #3 (2)		
Introduction to Comprehension Strategies: Recorded Webinar #3	Introduction to Comprehension Strategies: Recorded Webinar #3 Handout	
▶ Vocabulary Strategies: Webinar #4 (2)		
Introduction to Effective Vocabulary Instruction: Recorded Webinar #4	Adolescent Literacy: Effective Vocabulary Instruction Handouts	

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Disciplinary Literacy 4A: Social Studies (Extended Text Discussion)	Disciplinary Literacy 4B: Science (Extended Text Discussion)			



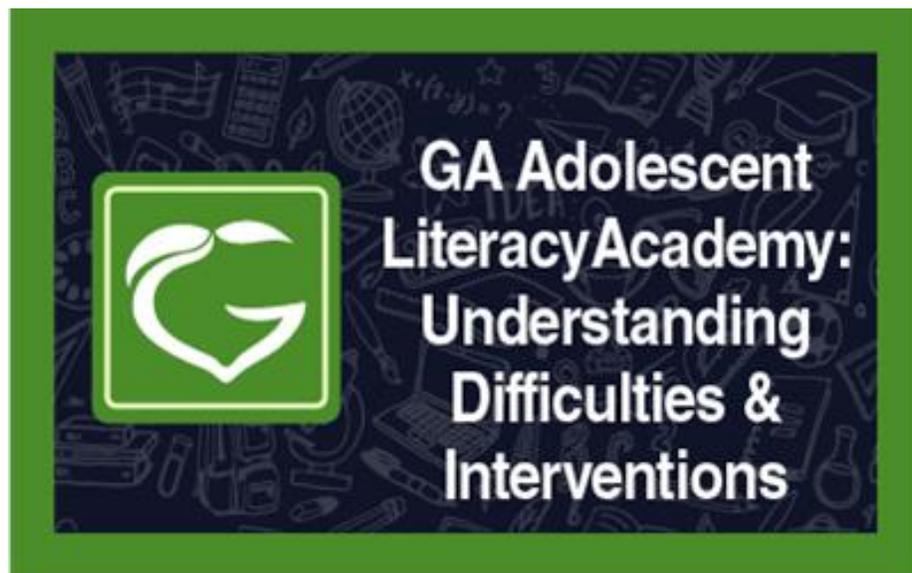
On-Demand Adolescent Literacy Courses



Georgia
ADOLESCENT
LITERACY ACADEMY

Georgia Department of Education

Georgia Adolescent Literacy Academy Courses – Every Student Counts



Course Title	Approximate Time for Completion
Course 1: Adolescent Literacy Overview AVAILABLE NOW	1 hour
Course 2: Understanding Adolescent Literacy Difficulties & Interventions AVAILABLE NOW	1 hour
Course 3: Effective Comprehension Instruction AVAILABLE NOW	1 hour
Course 4: Vocabulary, Part A – Learning the Basics AVAILABLE NOW	1 hour
Course 5: Vocabulary, Part B – Effective Instructional Strategies AVAILABLE NOW	1 hour
Course 6: Advanced Word Study for Adolescents	1 hour
Course 7: Content Literacy & Disciplinary Literacy	1 hour
Course 8: Content Writing, Part A – Learning the Basics	1 hour
Course 9: Content Writing, Part B – Effective Instructional Strategies	1 hour
Course 10: Data-Driven Instruction	1 hour



Adolescent Literacy Academy



Georgia
ADOLESCENT
LITERACY ACADEMY

Georgia Department of Education

Course 2: Understanding Adolescent Literacy Difficulties & Interventions (11) ▲

Misconceptions about Struggling Readers

Types of Learning Disabilities Potentially Affecting Literacy: Specific Learning and Brain-based Difficulties

Dyslexia is NOT...

IES Practice Guide: Providing Reading Interventions for Students in Grades 4-9

Improving Adolescent Literacy: Recommendation 5

Principles of Reading Intervention Instruction

Four Types of Assessments

Students with Reading Difficulties: Questions to Analyze Student Data

Instruction to Support and Develop Decoding, Fluency, Vocabulary, & Reading Comprehension

Vocabulary Instructional Suggestions

Course Two: Understanding Adolescent Literacy Difficulties & Interventions References

<https://inspire.gadoe.org/collection/C00029/10485>



DISCIPLINARY LITERACY SERIES (GRADES 4-12)

Dr. Laurie Lee and Dr. Kevin Smith from the Florida Center for Reading Research led ten professional development sessions focused on literacy strategy instruction for content teachers (with a focus on social studies (SS) and science) and instructional coaches.



8/19 Session 1: All Teachers
Overview of Goals & Session Preview-Recording Link

8/25 Session 2A: Social Studies
Recommendations & Evidence (IES)-Recording Link

9/3 Session 3A: Social Studies
Instructional Strategies & Graphic Organizers-Recording Link

9/17 Session 4A: Social Studies
Text-Driven Instruction & Question Generation-Recording Link

10/8 Session 5A: Social Studies
Lesson Plan Review-Recording Link

8/27 Session 2B: SCIENCE
Recommendations & Evidence (IES)-Recording Link

9/4 Session 3B: SCIENCE
Instructional Strategies & Graphic Organizers-Recording Link

9/18 Session 4B: SCIENCE
Text-Driven Instruction & Question Generation-Recording Link

10/9 Session 5B: SCIENCE
Lesson Plan Review-Recording Link

10/15 Session 6: All Teachers
Evidence-based Literacy Practices & Potential Texts-Recording Link

Disciplinary Literacy Series



<https://inspire.gadoe.org/collection/C00029/9320>

SCHOOL READING PROFILE

DIAGNOSTIC ASSESSMENT TOOL

TIER I - III

HOW WILL WE MEASURE STUDENT GROWTH?

	CORE PHONICS	Letter Names Uppercase			Letter Names Lowercase			Consonant Sounds			Long Vowel Sounds		
		F	W	S	F	W	S	F	W	S	F	W	S
	WINDOW	F	W	S	F	W	S	F	W	S	F	W	S
ALL STUDENTS	NUMBER ASSESSED	0	0	0	0	0	0	0	0	0	0	0	0
	NUMBER BELOW BENCHMARK	0	0	0	0	0	0	0	0	0	0	0	0
	PERCENT BELOW BENCHMARK	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Reading profile will be provided to LEAs participating in the FY27 Literacy Project as a training resource.

- Monitor skill progress for ALL SWD
- Analyze data at student, grade, class, school & district level

HOW WILL WE MEASURE STUDENT GROWTH?

	CORE PHONICS	Letter Names Uppercase			Letter Names Lowercase			Consonant Sounds			Long Vowel Sounds			Short Vowel Sounds			Short Vowels CVC		
		F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S
ALL STUDENTS	WINDOW																		
	NUMBER ASSESSED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	NUMBER BELOW BENCHMARK	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	PERCENT BELOW BENCHMARK	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
KINDERGARTEN	NUMBER ASSESSED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	NUMBER BELOW BENCHMARK	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	PERCENT BELOW BENCHMARK	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1st GRADE	NUMBER ASSESSED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	NUMBER BELOW BENCHMARK	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	PERCENT BELOW BENCHMARK	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2nd GRADE	NUMBER ASSESSED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	NUMBER BELOW BENCHMARK	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	PERCENT BELOW BENCHMARK	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5th GRADE	NUMBER ASSESSED	0	0	0	0	0	0	0	0	LRI Cla	0	0	0	0	0	0	0	0	0
	NUMBER BELOW BENCHMARK	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	PERCENT BELOW BENCHMARK	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

- What data will be collected?
- Scope and sequence of skills required for language comprehension and word recognition.
- LEAs will have access to:
 - Student-level
 - Class-level
 - Grade-level
 - Program-level
- Collective growth across time
 - Fall, Winter, Spring

FY26 LEA Determinations

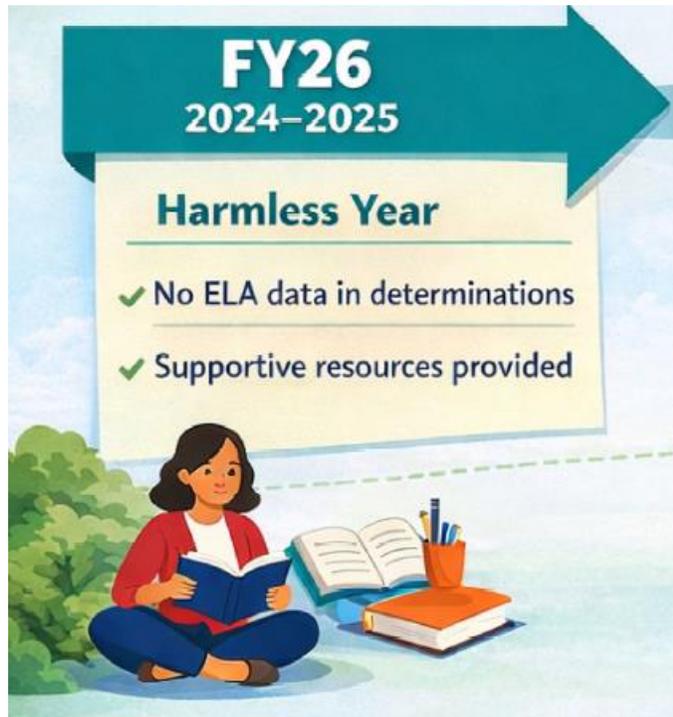
- FY26 LEA Determinations will be released at the end of March 2026
- ELA Proficiency data will be incorporated into the FY26 LEA Determinations to support improved literacy outcomes for students with disabilities.
- This data will include:
 - End-of-Grade (EOG) ELA Proficiency data – Grades 3–5



Phased Implementation Timeline for LEAs



LEA Determinations- ELA Proficiency Data Timeline



- **FY26**
 - LEA Determinations will incorporate ELA Proficiency data from the 2024–2025 school year.
 - **Harmless year** – no consequences associated with this data.
 - **Official LEA Determination results will not include ELA Proficiency data.**
 - LEAs will receive supportive resources to assist with improving ELA proficiency outcomes.

LEA Determinations- ELA Proficiency Data Timeline



- **FY27**
 - LEA Determinations will incorporate ELA Proficiency data from the 2025–2026 school year.
 - **Harmless year** – no consequences associated with this data.
 - **Official LEA Determination results will not include ELA Proficiency data.**
 - LEAs will receive targeted training to support improvement in ELA proficiency outcomes.
 - Training will include guidance on using diagnostic assessment data to inform IEP development.

ASSISTIVE TECHNOLOGY

LITERACY & AT CONNECTION

If students cannot access grade-level text...

Are we providing explicit, systemic, & sequential instruction in:

STRUCTURED LITERACY

- Language Comprehension
 - Background Knowledge
 - Vocabulary
 - Syntax & Semantics
 - Verbal Reasoning
 - Literacy Knowledge (Print Concepts, Genres, etc.)
- Word Recognition
 - Phonemic Awareness
 - Phonics
 - Automatic Sight Word Fluency

LITERACY & AT CONNECTION

If students cannot access grade-level text...

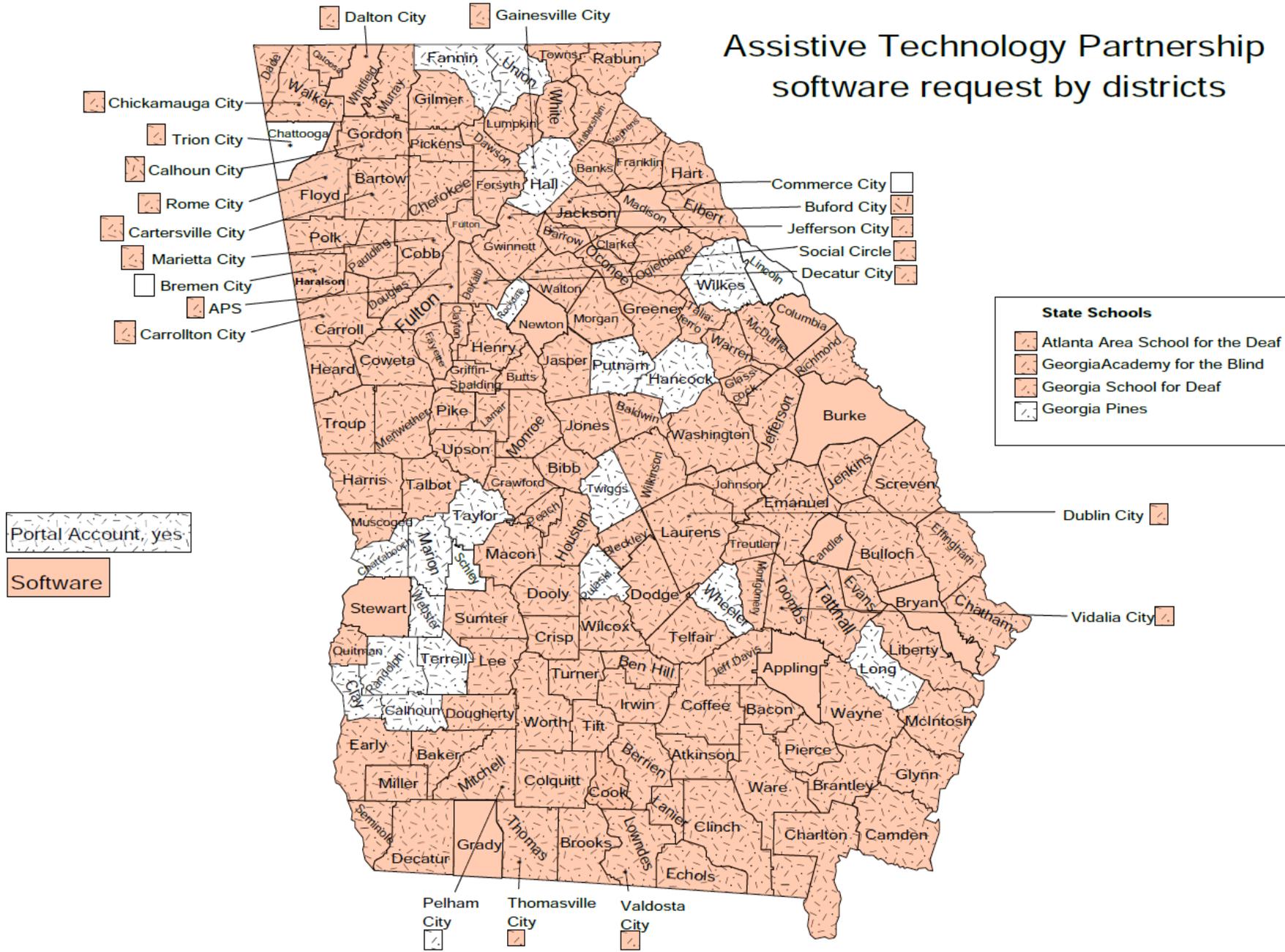
Are we providing access via assistive technology?

MEANINGFUL ACCESS and ENGAGEMENT

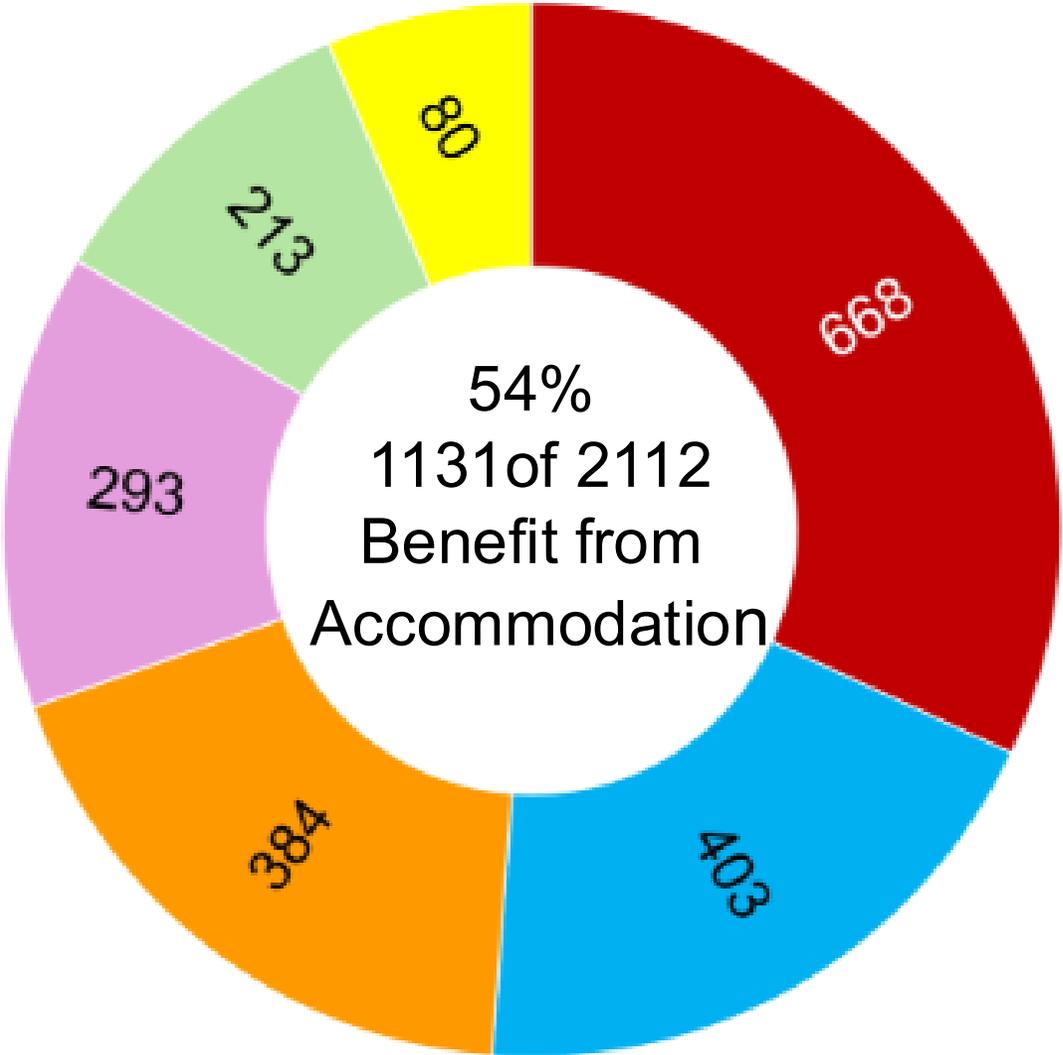
The US Department of Education's Office of Educational Technology (OET) and the Office of Special Education Programs (OSEP) have issued joint guidance to increase understanding of assistive technology requirements under the Individuals with Disabilities Education Act (IDEA).

[USED Dear Colleague Letter January 22, 2024](#)

Assistive Technology Partnership software request by districts



uPar Data from South Georgia Schools



- Can read above grade level with a TTS accommodation.
- Can read at grade level independently and comprehend above grade level with a TTS accommodation.
- Can read at grade level with a TTS accommodation.
- Can read above independent reading level with a TTS accommodation but not to grade level.
- Can read at the same level or better independently **not using** a TTS accommodation.
- Can read at grade level independently but reads faster with a TTS accommodation.



UPAR

- Assessment

Est. 59,728 available licenses

ReadWrite

- Text-to-Speech
- Speech-to-Text
- Simplified Web Browsing
- Dictionary and Translation Tools

Est. 25,598 available licenses

EquatiO

- Screenshot Reader
- Speech Input
- Handwriting Recognition
- Interactive White Board
- Graphing Calculator

Est. 42,663 available licenses

EVERWAY uPAR ACADEMY

 <p>Intro to uPar A short video to introduce you to uPar. The perfect place to start for first time users.</p>	 <p>Feature Tour Learn about the features and tools available in uPar.</p>	 <p>Training Guides Explore everything you need to know about using uPar with these guides.</p>
 <p>How To Articles Bite-sized articles and FAQs to help show you how to get the most out of uPar.</p>	 <p>Student resources A short video to help your students get to know uPar before they begin.</p>	 <p>Train the Trainer Everything you need to appoint trainers or champions in your school, district or institution.</p>
 <p>Webinars Discover the latest collection of talks and webinars on uPar - a wonderful way to learn something new about our tool.</p>	 <p>Educator Dashboard Everything you need to get started with your Educator Dashboard.</p>	 <p>Promote Usage Share uPar with your internal teams and external community. Use these handy resources.</p>
 <p>Feedback What do you think of the Texthelp Academy? Getting your feedback will help us to improve your online experience and create the resources you need.</p>	 <p>Product Updates A history of product updates and what's new in uPar.</p>	 <p>Braille resources A collection of printable braille resources to help visually impaired students take the uPar.</p>



EVERWAY READ & WRITE ACADEMY

 Installation Install Read&Write using our step-by-step wizard to get started.	 Getting Started Guide Discover useful tips and steps to get the most out of all the learning resources in Read&Write Academy.	 Intro to Read&Write A short video to introduce you to Read&Write for Education. The perfect place to start for first time users.
 Feature Tour Learn about the features and tools available within Read&Write for Education.	 Training Guide These user manuals contains step-by-step instructions and practice exercises for all of the tools in Read&Write for Google Chrome.	 How To Articles Bite-sized articles, videos, and FAQs for teachers and students showing you how to get the most out of Read&Write for Education.
 Student resources Short videos and learning materials to help your students get to know Read&Write	 Train-the-Trainer materials Everything you need to appoint trainers or champions in your school, district or institution.	 Templates Save time with these pre-made lesson plans, activities and other templates for Read&Write.
 Learning Resources Useful resources and guides to deepen your knowledge of Read&Write for Education.	 Webinars Discover the latest collection of talks and webinars on Read&Write - a wonderful way to learn something new about our tool.	 Promote Usage Share Read&Write with staff, student, and parents. Use these handy resources.



EVERWAY EQUATIO ACADEMY

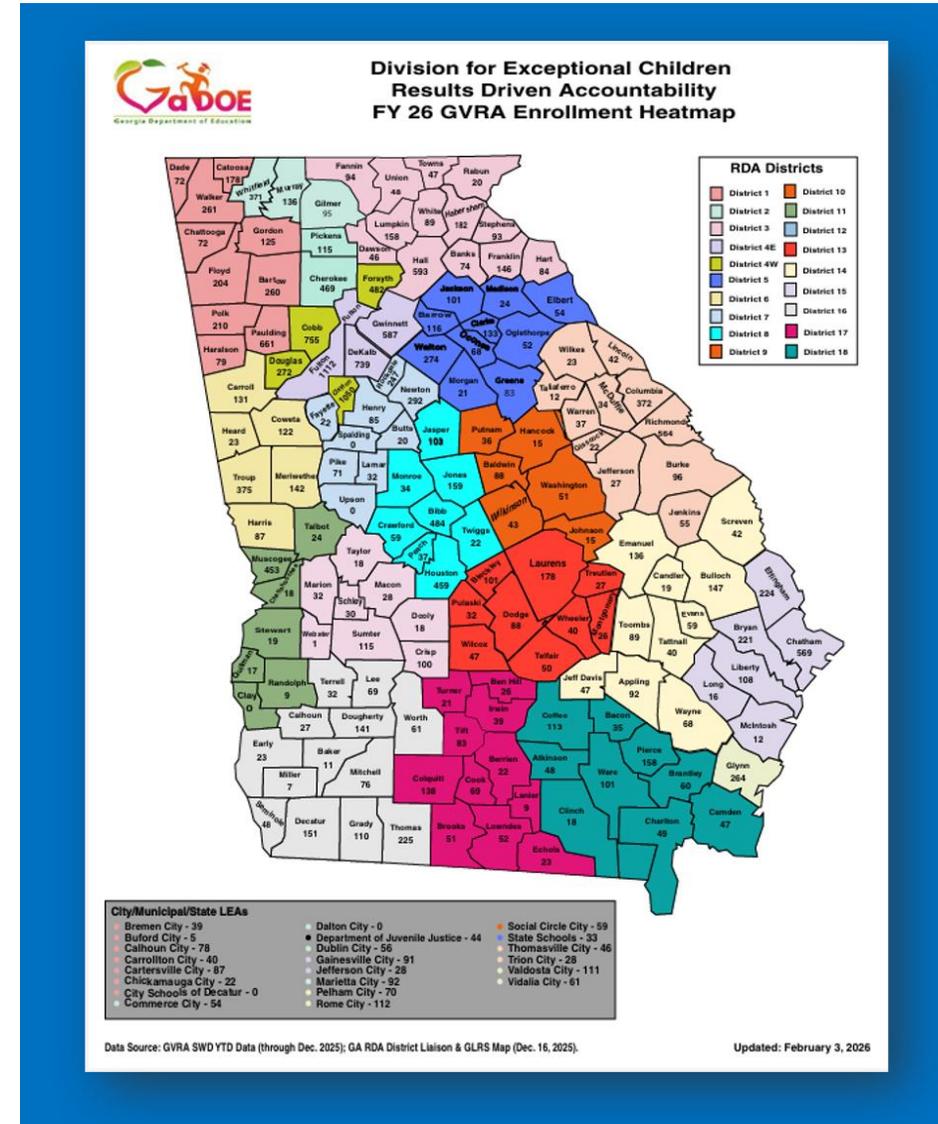
 Installation Install Equatio using our step-by-step wizard to get started.	 Getting Started Guide Discover useful tips and steps to get the most out of all the learning resources in Equatio Academy.	 Intro to Equatio A short video to introduce you to Equatio. The perfect place to start for first time users, whether you're a teacher or a student.
 Feature Tour Learn about the features and tools available within Equatio.	 Training Guide These user manuals contain step-by-step instructions and practice exercises for all of the tools in Equatio.	 How To Articles Bite-sized articles, videos, and FAQs for teachers and students showing you how to get the most out of Equatio.
 Student resources Short videos and learning materials to help your students get to know Equatio.	 Train the Trainer Everything you need to appoint trainers or champions in your school, district or institution.	 Templates Equatio mathspaces, lesson plans and other templates you can download and use with your students.
 Learning Resources Useful resources and guides to deepen your knowledge of Equatio.	 Webinars Discover the latest collection of talks and webinars on Equatio - a wonderful way to learn something new about our tool.	 Promote Usage Share Equatio with staff, student, and parents. Use these handy resources.



POST-SECONDARY TRANSITION

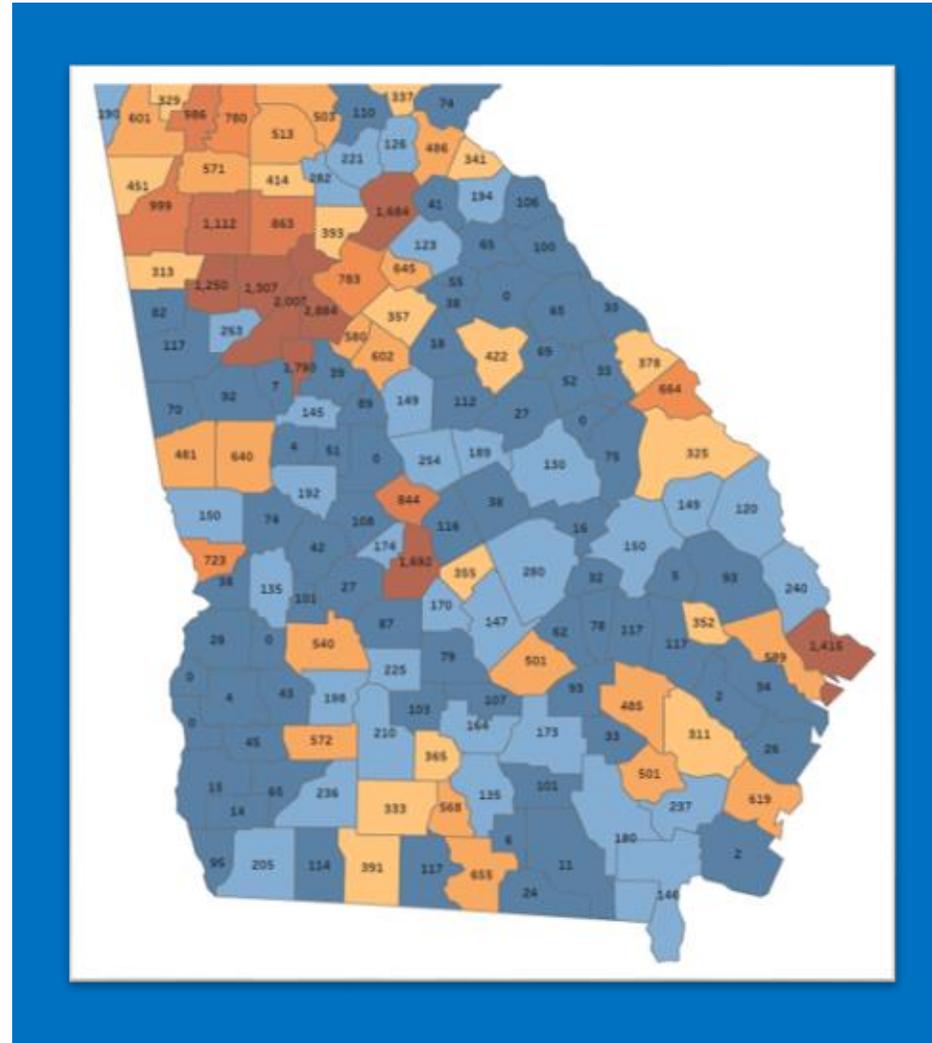
GVRA SERVICES BY REGION

1-31-26



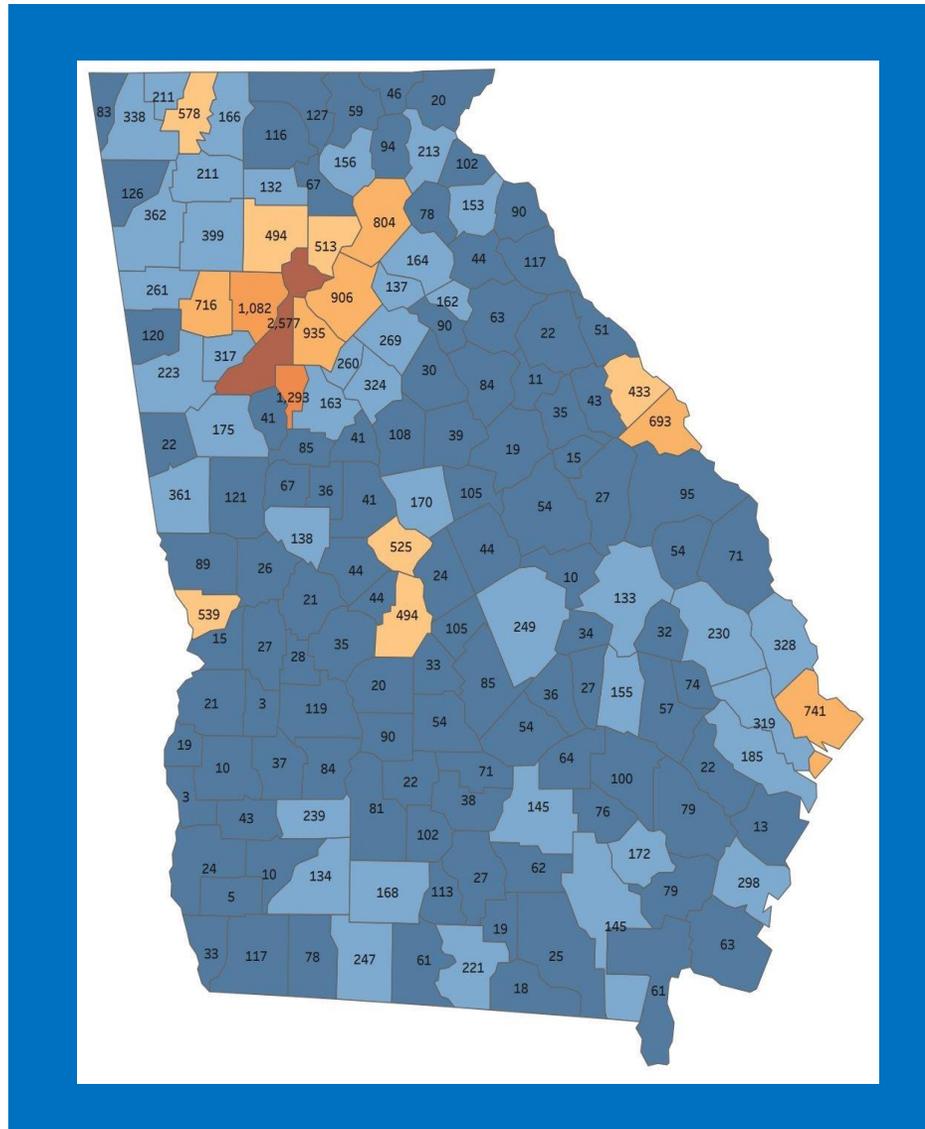
GVRA Pre-ETS SERVICES by LEA

1-31-26



GVRA CLIENT SERVICES by LEA

1-31-26



GVRA GOAL

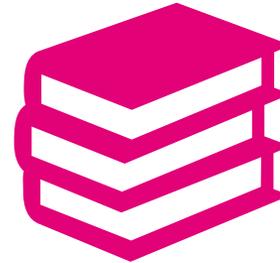
Target = 100% referral rate for every student with an IEP



GVRA PRE-ETS GOAL



Install Pre-ETS classes in every LEA high school



Expand Pre-ETS services for students in both

General Curriculum
Alternate Curriculum

GVRA PRE-ETS GOAL



Install Pre-ETS classes in every middle school

A parallel model of GVRA "PATHWAYS to DREAMS" curriculum

- Grades 6-8

LEA implementation with support from GaDOE & GLRS



Preview "Pathways to Dreams" curriculum [HERE](#)

GVRA GOAL

- **PATHFUL**

- Increase number of LEAs implementing PATHFUL
- This software platform is available at no cost through GVRA
- PATHFUL activities satisfies requirements under IDEA for employment, education, transition planning

CTAE CTI RESOURCE

- **Top State for Talent**
 - (Grades 6-graduation for SWD)
 - Signed into GA law May 2025
 - Emphasizes high demand careers
 - Individual Graduation Plan (IGP) replaced by Individual College Plan (ICP)
 - Incorporates dual enrollment opportunities



2026-2027 GOALS

- **STUDENT-LED IEPs**

- GaDOE & GLRS provide written guidance & training
- In-person training for "first practitioners"
- Training session webinar recording for scaling up

IEP TRANSITION SERVICES

CTI COORDINATOR

- CTAE Class Support
- Career Exploration
- Employability
- Leadership Development
- [CTAE Career Clusters](#)

TRANSITION SPECIALIST

- IEP Transition Coordination
- Transition Assessments
- Agency Liaison
- Track student course progress
- GVRA Referral Coordination
- CTAE Pathway Coordination

TEACHER RECRUITMENT & RETENTION

Paraprofessional to Teacher Apprenticeship Pathway

Georgia Registered Teaching Apprenticeship Program

-  Multiple entry points for high school students and paraprofessionals seeking undergraduate degrees in education
-  Tuition assistance and other supportive services are provided
-  Most programs are 100% online and all lead to earning a Georgia teaching license
-  Ongoing mentorship throughout the apprenticeship
-  Apprentices earn a wage the ENTIRE time they are attending college as paid paraprofessionals
-  3.9 Million in Department of Labor Funding for Rural Districts that develop teaching apprenticeship programs



Scan for more information about starting a program in your district.

email us: gartap@doe.k12.ga.us

Online Bachelor of Science in Education in Special Education

Prepares students for the PSC SpEd P-12 General Curriculum Certification

Launching Fall 2026



AUGUSTA
UNIVERSITY



COLUMBUS STATE
UNIVERSITY



GEORGIA
SOUTHERN
UNIVERSITY

Future Institutions



UNIVERSITY SYSTEM OF GEORGIA



GEORGIA HIGHLANDS COLLEGE

University System of Georgia



THE MILITARY COLLEGE OF GEORGIA

USG eCampus Services



Enrollment Navigators (unofficial transcript eval)



Affordable tuition + Low cost / *No cost* **course materials**



Flexible scheduling / fully asynchronous



Academic **success coaching**



Free Tutors and Librarians / Writing Center

For additional
information or
opportunities :

Dr. Sarah Kuck

*Chief Collaborative Learning Officer,
USG eCampus*

sarah.kuck@asurams.edu

CAREER CLUSTERS & PATHWAYS

Teaching as a Profession Pathway

- [13.01100 – Examining the Teaching Profession](#)
- [13.01200 – Contemporary Issues in Education](#)
- [13.01300 – Teaching as a Profession Practicum](#)

Education and Training Career Cluster

- [13.00100 – Exploring Education \(Kindergarten\)](#)
- [13.00110 – Exploring Education \(First Grade\)](#)
- [13.00120 – Exploring Education \(Second Grade\)](#)
- [13.00130 – Exploring Education \(Third Grade\)](#)
- [13.00140 – Exploring Education \(Fourth Grade\)](#)
- [13.00150 – Exploring Education \(Fifth Grade\)](#)

2.5 Identify and explain the components of an Individual Education Plan (IEP), an Individual Family Services Plan (IFSP), an Early Intervention Plan (EIP) and a 504 plan.

EDUCATION AS A PROFESSION

- Where can we create local and regional opportunities for students to observe and experience teaching as a profession for all available careers that support students with disabilities?
 - Preschool Special Education
 - Speech-Language Pathology
 - Elementary Special Education Teacher
 - Secondary Special Education Teacher
 - Occupational Therapy
 - Transition Specialist
 - Special Education Director

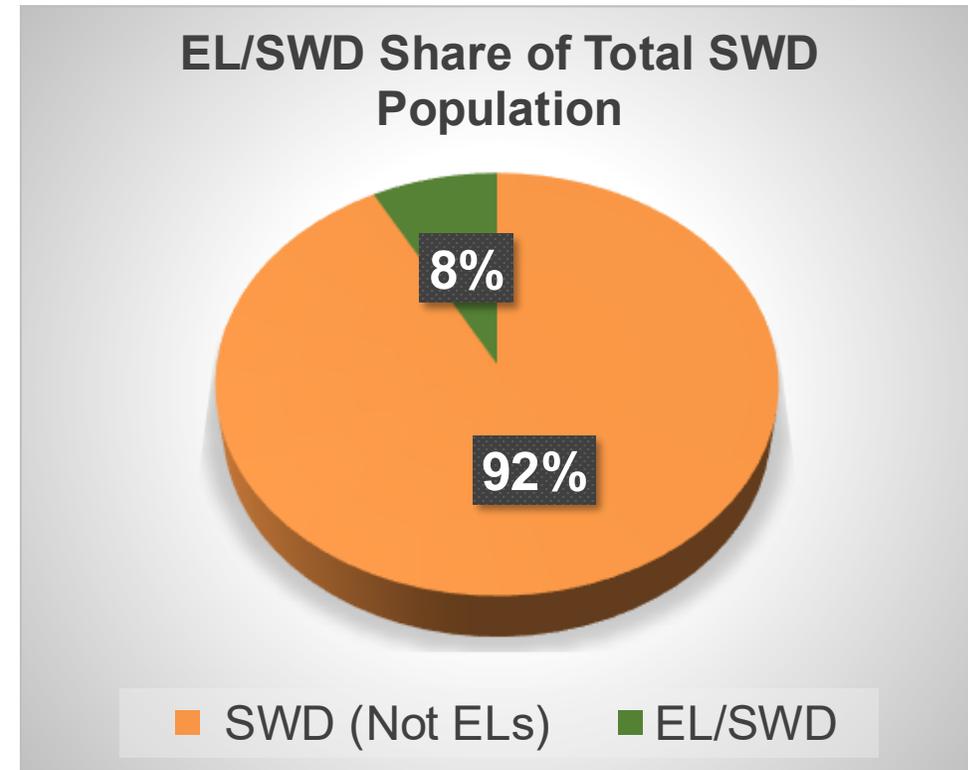
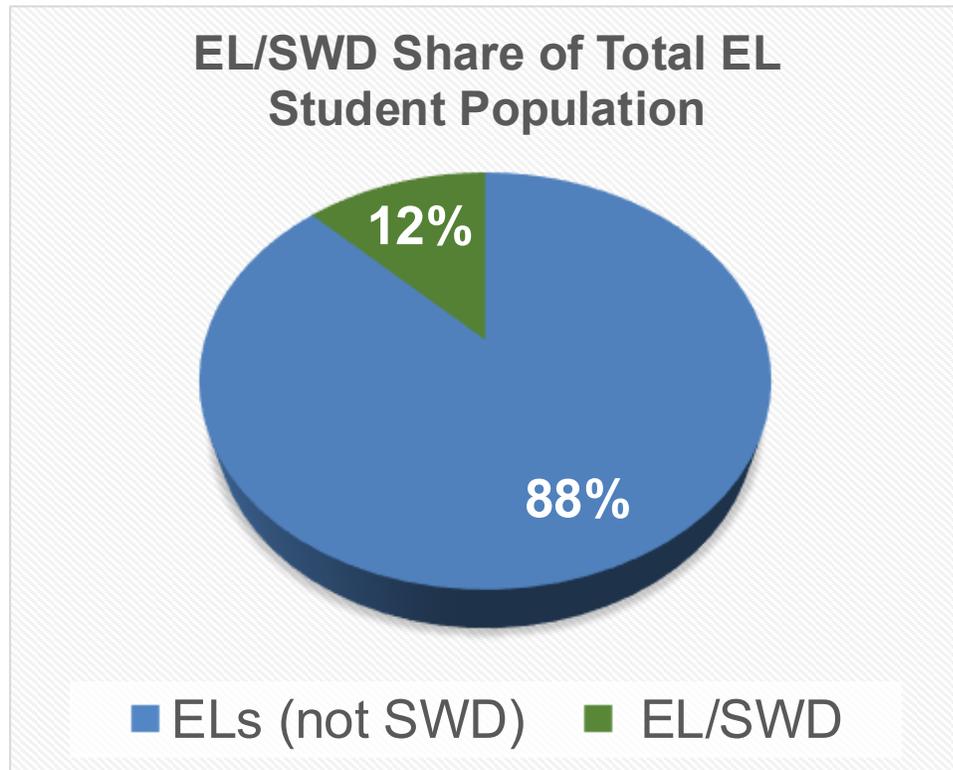
DUAL IDENTIFIED ENGLISH LEARNERS WITH DISABILITIES

ESOL Program Team

				
<p>Dr. Margaret (Meg) Baker Sr. Program Manager, ESOL mbaker@doe.k12.ga.us</p>	<p>Noel Wilkinson ESOL Education Program Specialist Noel.Wilkinson@doe.k12.ga.us</p>	<p>Dr. Amy Haynes ESOL & Special Education Consultant Amy.Haynes@doe.k12.ga.us</p>	<p>Dr. Chantal Normil EL Executive Coach Chantal.Normil@doe.k12.ga.us</p>	<p>Dr. Anna Sargent EL Executive Coach Anna.Sargent@doe.k12.ga.us</p>

Executive Coaching Program
for 1st & 2nd Year
Program Leaders

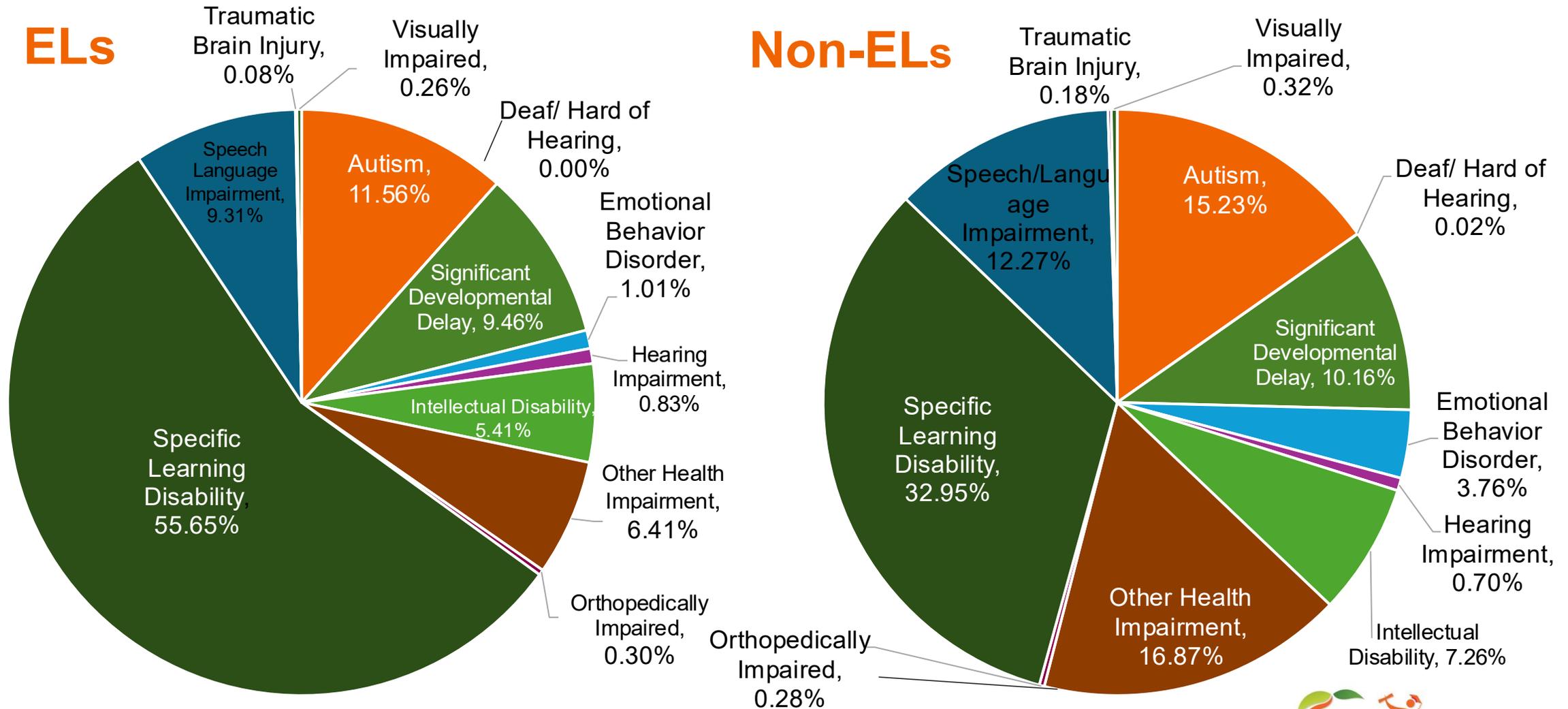
Two Views of Georgia's EL/SWD Subgroup



Source: GaDOE Data Collections 2025 FTE-1 EL and EL/SWD Student Population by LEA and SEA

ELs and Non-ELs' Primary Areas of Disability

Source: Child Count (FY25 FS002)



Instructional Resources from WestED: *Writing for ELs*

- Leveraging Student Online Writing Capacity to Gather Evidence
- Analyzing Writing Evidence: Keeping the Focus on Learning Goals and Success Criteria
- Scaffolding Writing with the “Teaching & Learning Cycle” for Students in Grades 6-12
- Student Agency learning Progression
- Instructional Moves to Support Students



ESOL PROGRAM RESOURCE PROGRAM



Annual LEA Determinations Updates



Overdue Eligibilities and IEPs



Monitoring of Overdue Eligibilities and IEPs

- As a reminder, at the beginning of each school year, each public agency must have in effect, for each child with a disability within its jurisdiction (34 CFR 320.323) and
- A reevaluation must occur at least once every 3 years, unless the parent and the public agency agree that a reevaluation is unnecessary (34 CFR 300.303).
- An error will be generated in Student Records for any students not completed in the Student Record sign-off in June 2026.
- Corrective actions will be enforced during the FY27 school year for all LEAs with one or more students with overdue annual reviews and re-evaluations reported in the June 2026 student record sign-off.

THE POWER OF "WE"

THE LANGUAGE OF
COLLABORATION & PARTNERSHIP

THE POWER OF COLLABORATION



THE POWER OF "WE"

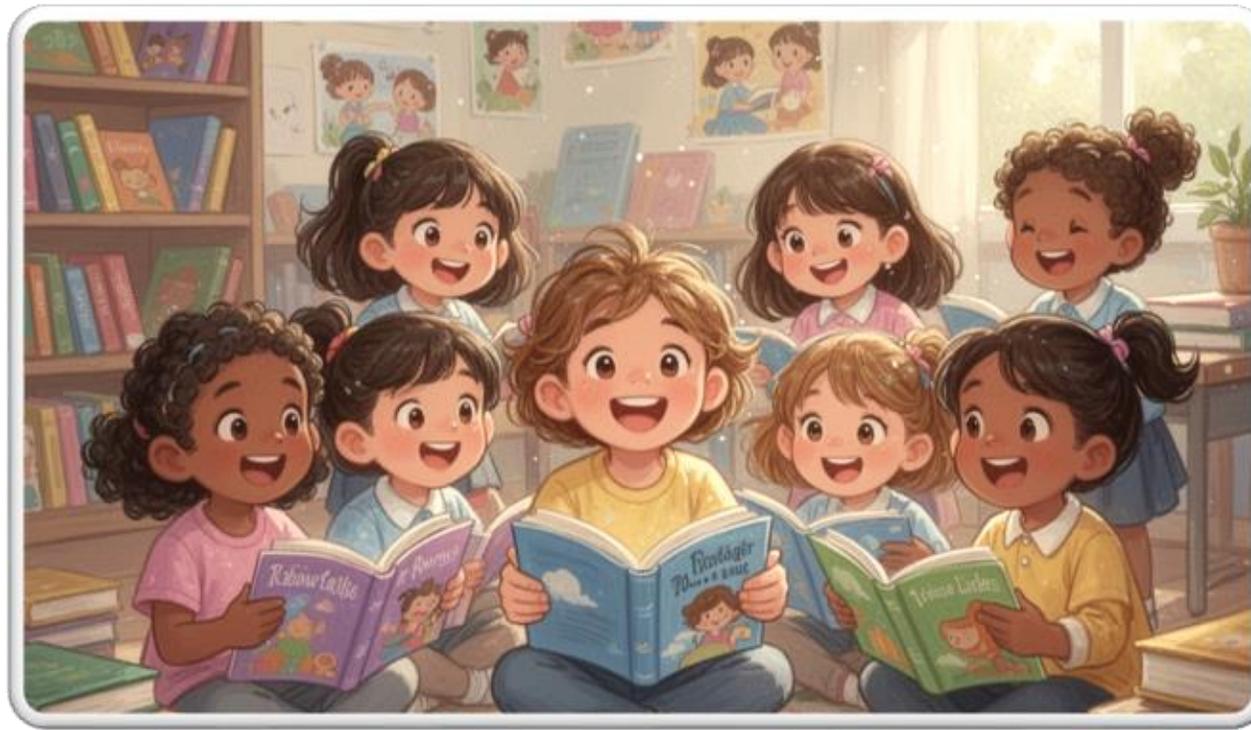
WHAT ARE THE HEAVY LIFT(S) or BIG IDEA(S)...
IN WHICH WE ARE WILLING TO OPEN OUR HANDS...
INVITE OTHERS TO JOIN US...
TO HELP US MOVE FORWARD...
AND IMPROVE OUTCOMES FOR OUR STUDENTS?

IMPLEMENTATION FACTS

- No one person has all the answers.
- This is messy work.
- Lean into the mess to create viable solutions and process.
- Learn from trial and error.
- Refine our processes from what we learn.
- Throw ropes...not rocks.
- Student outcomes are everyone's responsibility.
- We need a shared vision in our collaborative spaces.

K – 5 LITERACY

UNTIL ALL CAN READ



6 – 12 LITERACY

UNTIL ALL CAN READ



POST-SECONDARY EMPLOYMENT

UNTIL ALL ARE INDEPENDENT



VISION ~ Desired Future State



Build and sustain a collaborative feedback loop between GaDOE, LEAs, students, & families.



Identify underlying barriers and create pathways to significantly improve student outcomes.



Support districts in creating procedures that are sustainable or “doable in practice” and have proven strong results for students.

Relationships Matter

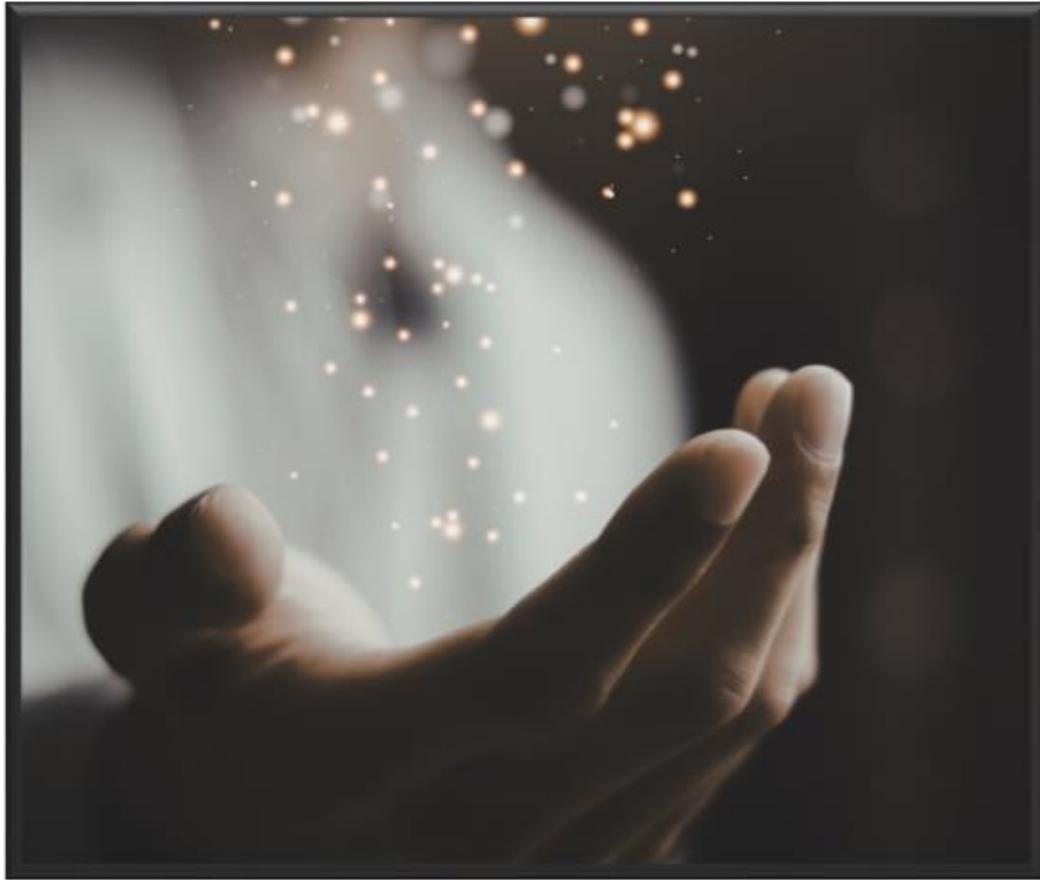
- Trust Matters
- Mutual Respect Matters
- Consensus Matters
- Partnering to Solve Problems Matters

Our Collective Commitment

- Who are we here for?
- Why do we exist?
- How do we do business?
- What is working? Not working?
- Where do we want to be? Our desired future state...
- How will we get there?
- How will we know what we are doing is making a difference?

WE COMMIT TO...

WE COMMIT TO...



- Supporting leaders and teachers to build their knowledge, skills, aspirations, attitudes, and behaviors for deeper learning to ensure students are college career ready.
- Supporting LEAs in providing strong foundational instruction in literacy and math.
- Partnering with LEAs to build education as a career opportunities and Grow Your Own programs to recruit, support, and retain teachers.

WE COMMIT TO...



- Collaborating with LEAs to build strong transition programs, resources, tools, and processes
- Providing professional learning support for LEAs to ensure students feel safe, positive, supported, and connected at school.
- Providing support for LEAs and families to build strong relationships, trust, collaboration, and partnerships.

WE ARE IN THIS TOGETHER!



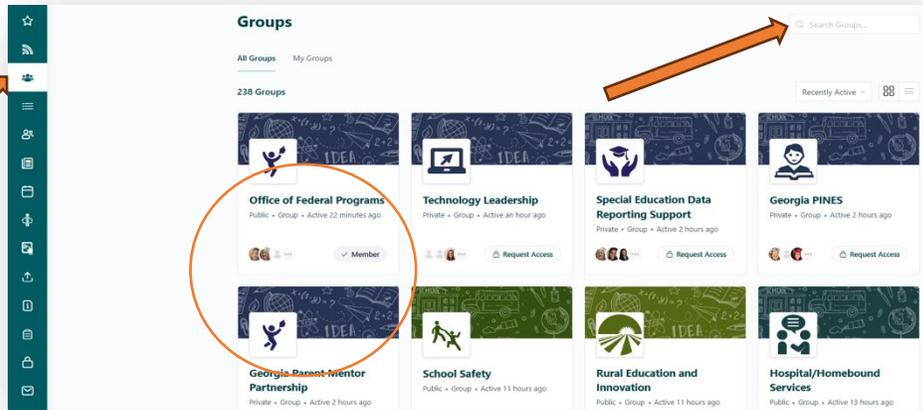
Contact

- Charity Roberts, Ed.D.
- State Director (IDEA)
- Office of Federal Programs
- Division for Exceptional Children
- Charity.Roberts@doe.k12.ga.us



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

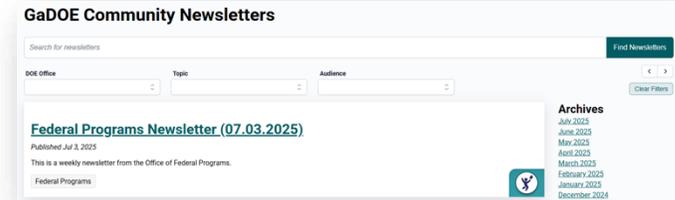


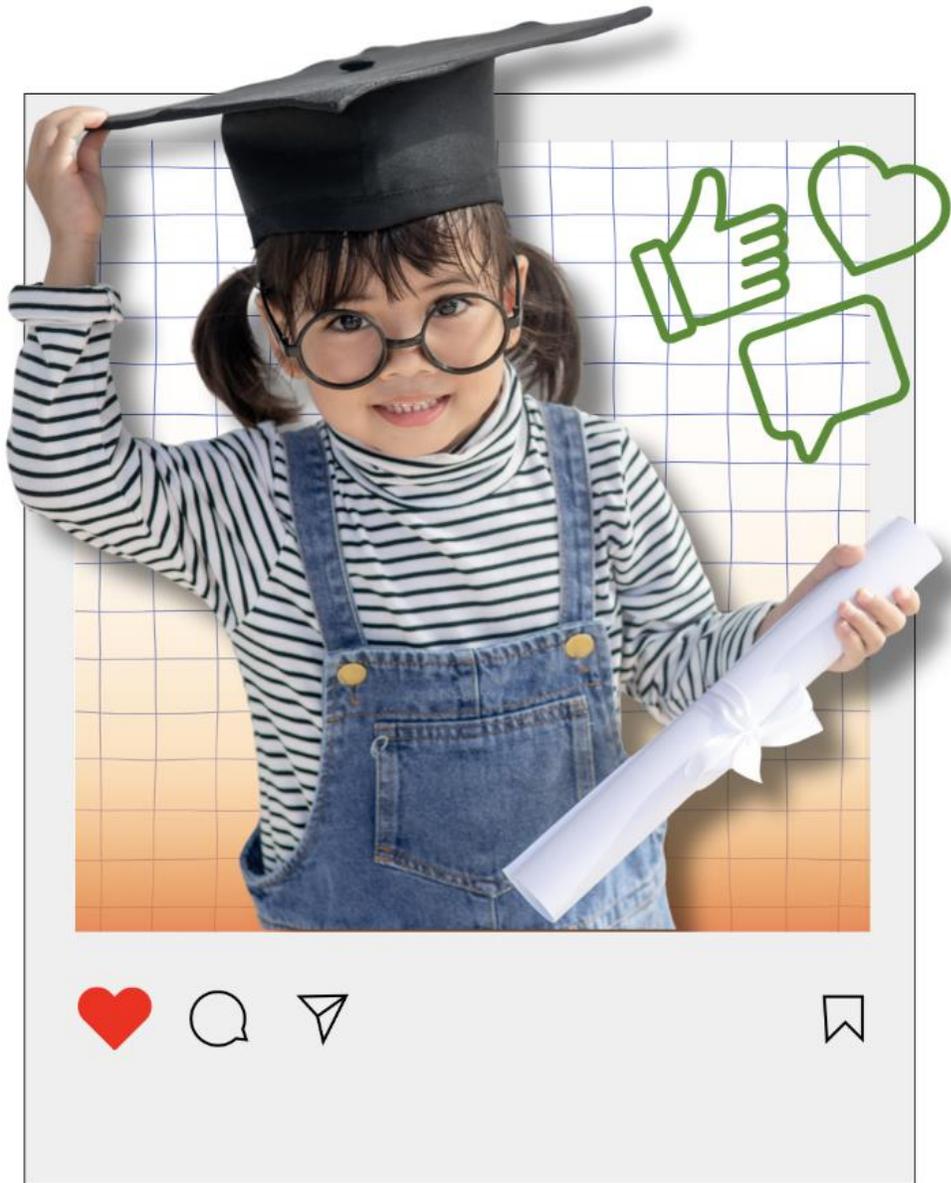
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3. Click on the “Subscribe to Newsletter” button



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GaMTSS Implementation Resources



Essential Components

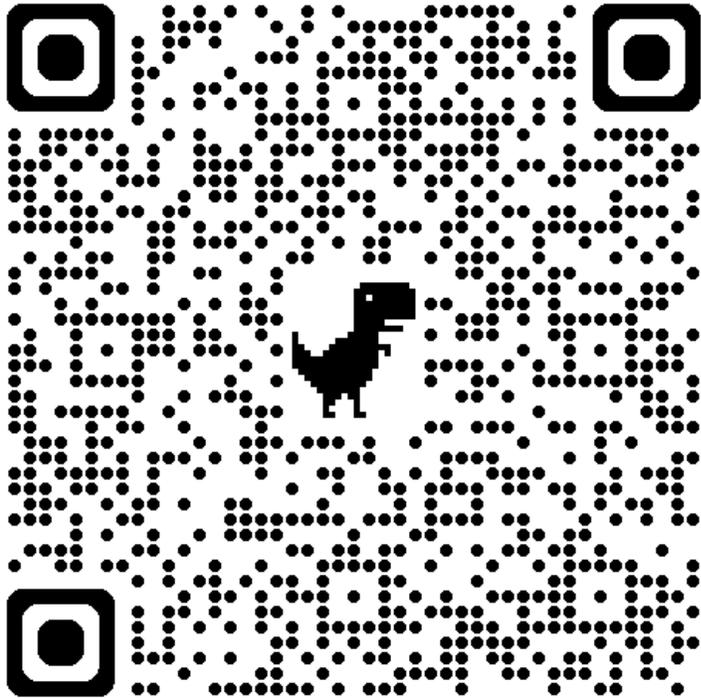
District and School Fidelity Tools

Leadership Meeting Agendas

Walkthrough Tools

Professional Learning

GaMTSS Classroom Resources



- [Annual Calendar](#)
- [Let's Learn GA Video Exemplars](#)
- [Classroom Learning Plans](#)
- [Classroom Conversations Podcasts](#)
- [Prevention Strategies for Elementary](#)
- [Prevention Strategies for Secondary](#)
- [Classroom Practices Inventory](#)



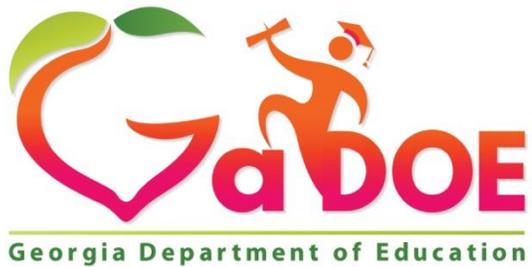
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**PREPARING ALL
STUDENTS FOR LIFE**

