

# Read Right from the Start (RRFTS)

## SCALING PLAN OVERVIEW

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### Key Factor: Teacher Preparation

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#### Headline

Teachers of children who enter school without the pre-requisite literacy skills do not have the knowledge to 'back fill' and prepare the reading brain (that did not happen birth through age 5). The RRFTS professional learning gives teachers the skills necessary to make more than a year's progress in a year's time for those children to be on a trajectory to read proficiently by the end of 3rd grade.

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#### Project description

- The Cox Campus offers free, interactive courses and resources based on proven language and literacy practices. As a result of philanthropic investments, financial and geographical barriers are removed so teachers can have access to these practices at no cost.
  - The courses present Read Right from the Start practices, show real teachers using them, and support teachers as they begin to use what they have learned.
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#### 1. How do you measure effectiveness?

- Independent evaluation in partnership with Donna Bryant at the Frank Porter Graham Institute at UNC – Chapel Hill and Georgia State University
- Teachers who implement the B-5 Strategies learned on Cox Campus can use Child Progress Monitoring Tools for each strategy to differentiate for students
- School based formative assessments for (1<sup>st</sup> – 3<sup>rd</sup>) beginning and advanced decoding abilities and formative measures of kindergarten students' abilities in phonological awareness

#### 2. Results achieved in the past 12 months:

- Exceeded 20,000 members on Cox Campus in early August
- DECAL's Resource and Referral Region leadership noted the Cox Campus trainings had a tremendous impact in the increase over the last two years in 2 and 3-star Quality Rated awards
- \*Atlanta Public Schools: Letter-Sound identification measure given to kindergarten students at 5/7 Douglass Cluster schools for both Fall 2016 and Spring 2017 terms – Results: on average, assessed kindergarten students progressed from 32% accuracy in the Fall to 82% accuracy in the Spring
- \*Atlanta Public Schools: In the Douglass Cluster, students evidenced significant average gains on the nonsense C-V-C (Consonant-Vowel/Consonant) words measure of the Beginning Decoding Survey in 1st – 3rd grades from Fall 2016 to Spring 2017
  - First graders increased from 37% accuracy to 65% accuracy.
  - Second graders increased from 58% accuracy to 70% accuracy.
  - Third graders increased from 62% to 73% accuracy.

\* these assessments are formative and were collected by the Rollins data collection team to be used by Douglass Cluster teachers as diagnostics for small group, differentiated instruction and to track individual student growth

### 3. How do you collect population data?

- Data on intervention impact comes from DECAL and GaDOE as well as other public sources of stat data
- Data on those reached comes from Cox Campus membership statistics
- Data on those reached with live coaching on Cox Campus PL comes from our own census

### 4. Milestone Scaling Targets

List of Milestones	2017	2018	2019	2020	2021
Members on Cox Campus	30,000	50,000	75,000		
School systems supporting and implementing Cox Campus PL	10	60	181		
Statewide Networks implementing Cox Campus	1	2	3		

### 5. Potential Barriers of growth

Type of Barrier	Description	Impact	Strategy
School districts' unawareness of the Cox Campus as a solution for the illiteracy crisis	We need to find a way to connect the dots for schools districts between what will be on the fully developed Cox Campus and what their teachers need to know to close the gap for their students.  Each district needs the internal capacity to designate a champion for the implementation Cox Campus PL within the system	Teachers will have the skills necessary to make more than a year's progress in a year's time with students who entered Kindergarten without pre-literacy skills (preparation of the reading brain) optimally acquired from Birth to 5	
Statewide Networks not yet fully utilizing Cox Campus PL	State-wide organizations (e.g. DOE's RESAs, Governor's Reading Mentors, DECAL) with the capabilities to infuse Cox Campus PL into their work with teachers and school systems	Statewide Networks utilizing Cox Campus will provide teachers with Professional Learning so that they can help children who enter Kindergarten without pre-literacy skills read proficiently by the end of 3 <sup>rd</sup> grade	
Freshly graduated teachers not ready to teach	Teacher prep programs don't always adequately address the needs of atypically developing	Teachers about to graduate will do so with a broadened	

highly diverse  
populations

children in general education  
classrooms

skill set to teach all their  
students effectively.

## 6. Key Talking Points: What are the three-to-six most important things we should say or show?

- Training provided by Rollins is curriculum agnostic and designed to build capacity in teacher pedagogy and skill.
- Teachers of children who enter school without the pre-requisite literacy skills do not have the knowledge to ‘back fill’ and prepare the reading brain (that did not happen birth through age 5). The RRFTS professional learning gives teachers the skills necessary to make more than a year’s progress in a year’s time for those children to be on a trajectory to read to learn by 3rd grade.
- All coaching and professional learning strategies and frameworks are grounded in research and evidence-based practices.
- By combining the capacity and content of the Rollins Center’s free and universally accessible online learning site, the Cox Campus, and content from GaDOE’s Comprehensive Literacy modules, the team has a collective toolbox of research-proven pedagogical and instructional practices.

## 7. Deliverables/Schedule

- Fall, 2017: Initial overview of tools and strategies to key district literacy staff
- Jan, 2018: District leadership opts in to orientation of tools
- June, 2018: Orientation/facilitation training
- July, 2018: Professional development exposure to select schools