



Early Literacy Change Action Network May 25, 2021

Say hello in the chat box...

- Share your name, organization, and role

Small group welcome question

*What are you looking forward to this summer
(that maybe you couldn't do last summer)?*

Agenda

- L4L's Theory of Action
- Math CAN Update
- Literacy Bright Spot Scaling Discussions
 - ArtsNOW
 - SEE-KS

L4L's Theory of Action

What we do:

Mission:

To ensure that every child in our region becomes a thriving citizen who achieves success in school, career, and life

...in an environment of sustained trust, learning, and momentum

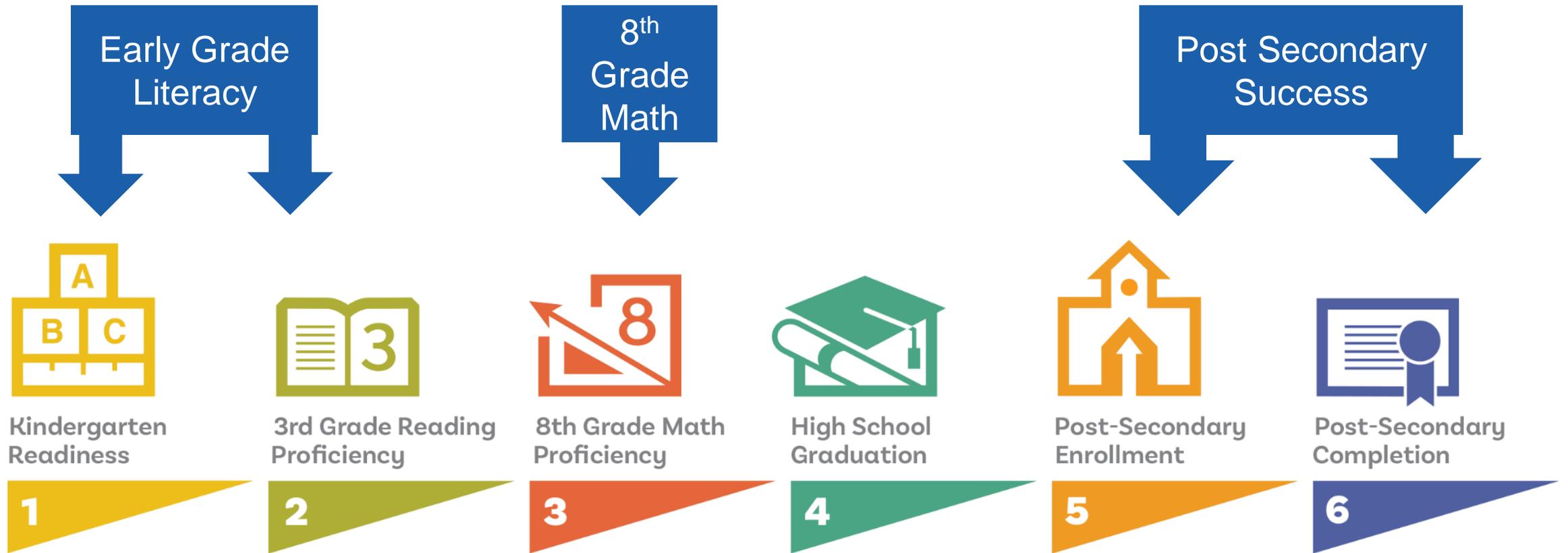
Engage partners

Create shared understanding [of data]

Amplify bright spots



L4L Key Indicators

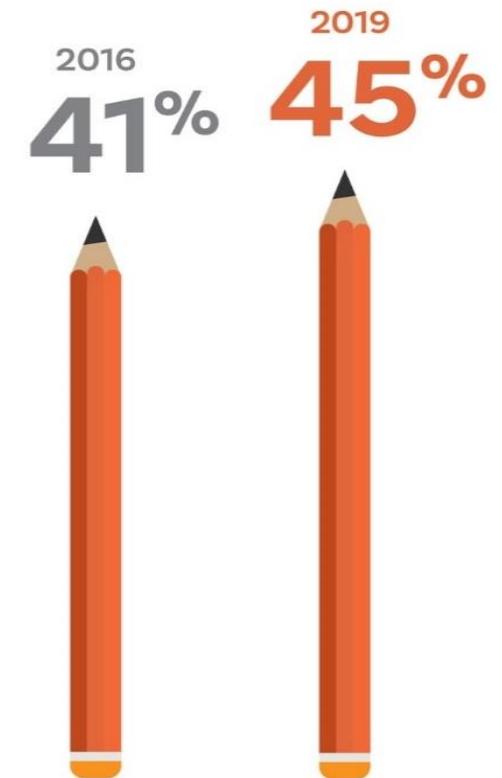




8th Grade Math Proficiency

45%

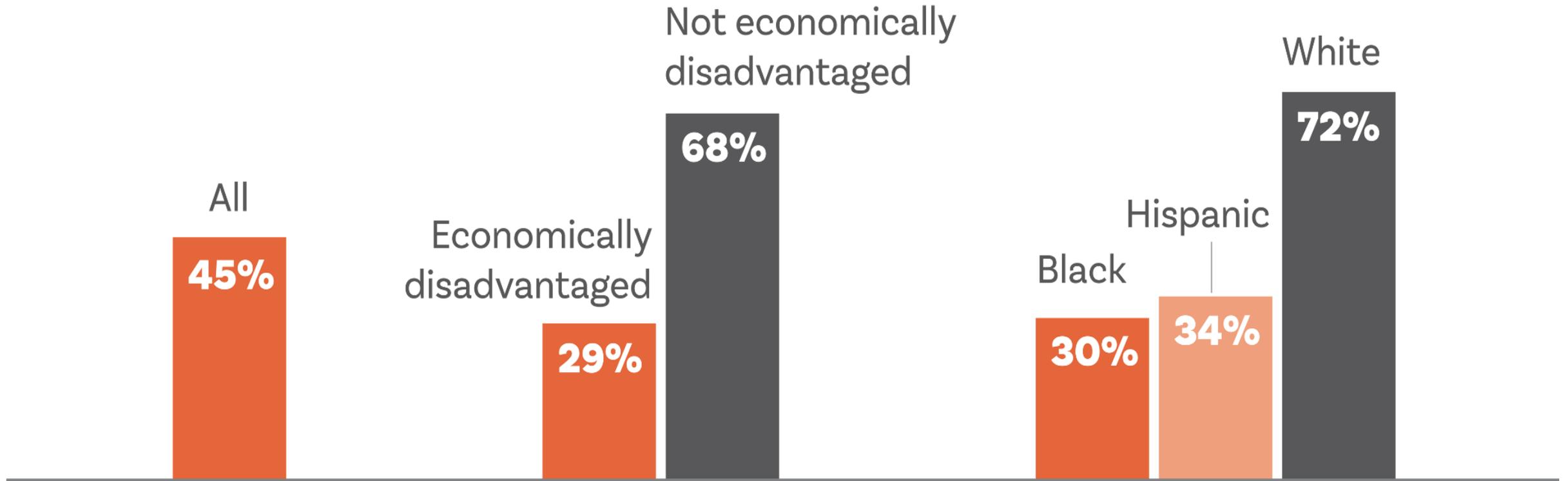
of children are proficient in math
by the end of eighth grade.



8th Grade
Math Proficiency



8th Grade Math Proficiency



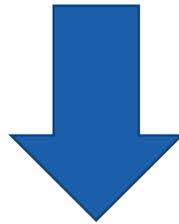
Percent of 8th grade students proficient and above in math (2019)

Factors led to bright spots

**Teacher
Effectiveness**



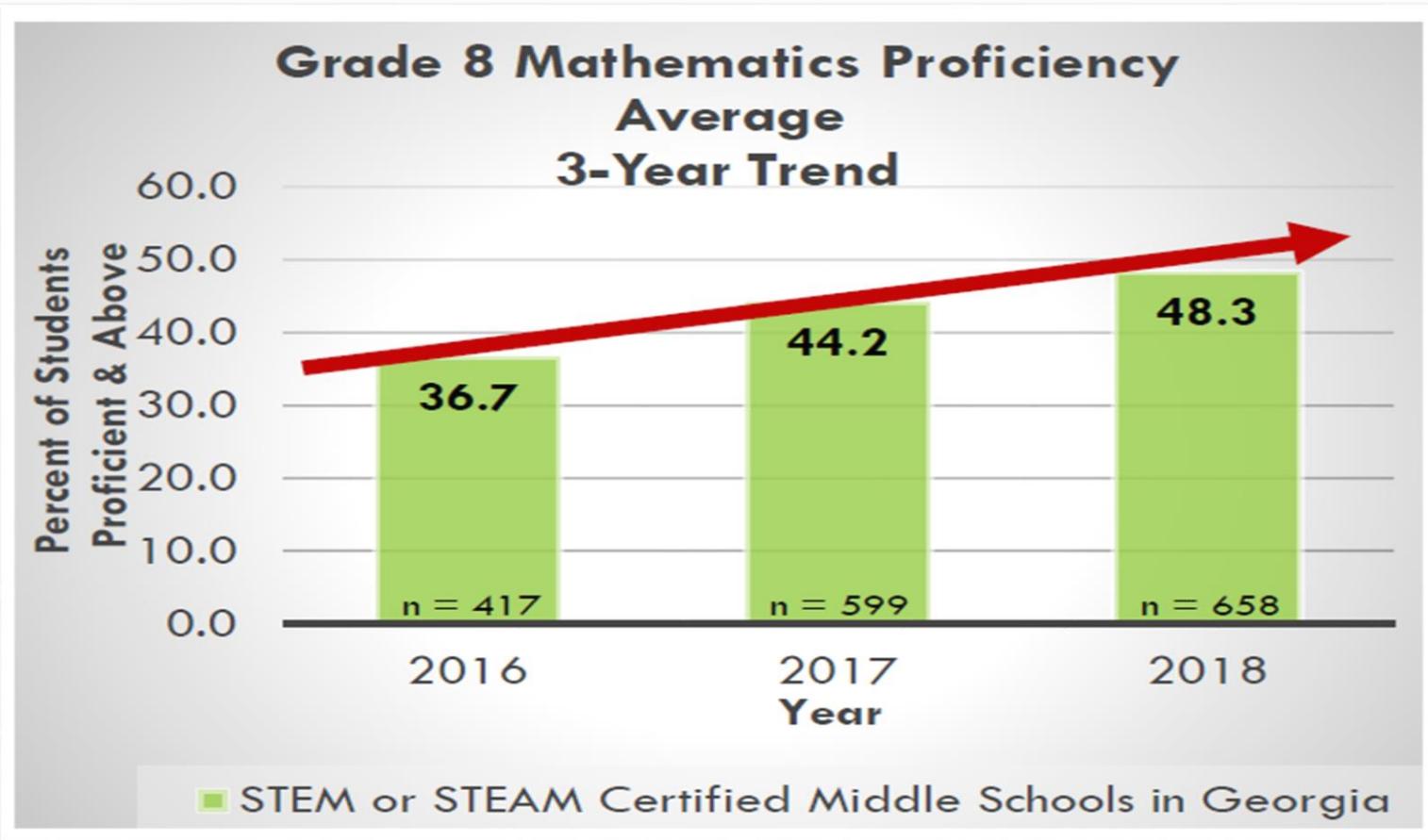
**School
Culture**



**Interventions for
Struggling Learners**



STEM/STEAM Certification Evidence



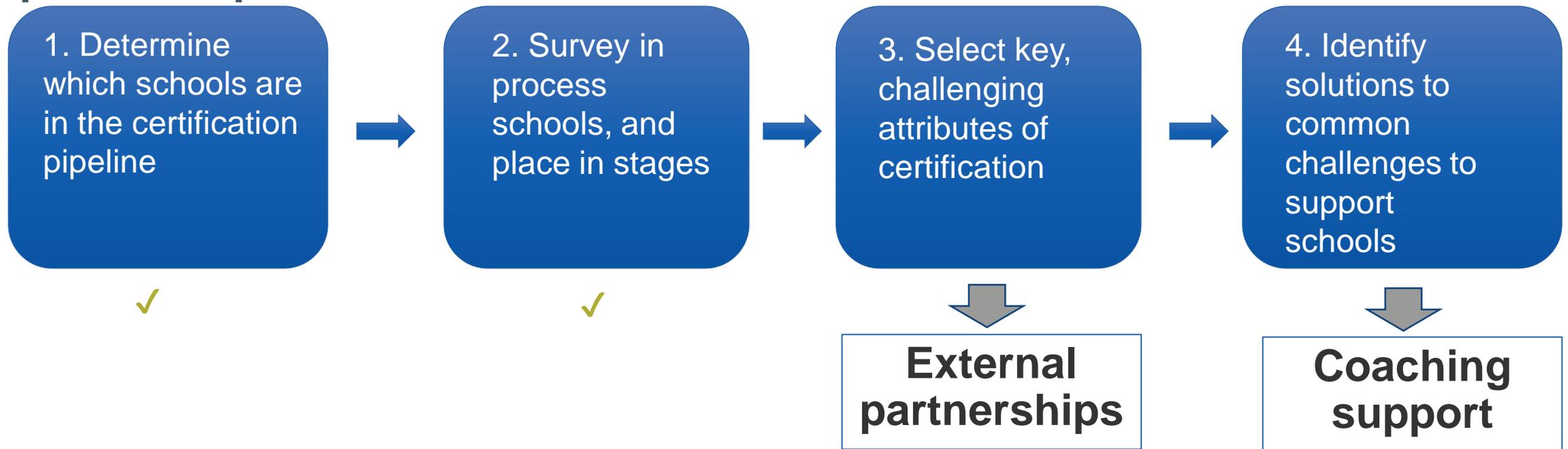
Improves Outcomes

GA middle schools holding STEM or STEAM certification show positive gains in mathematics proficiency

Supporting Schools Toward STEM Certification



CAN identified which Atlanta middle schools are in the certification pipeline (~30) and which criteria they find challenging: external partnerships



Learn4Life

Science ATL & Education Enhanced will support several middle schools to build external partnerships

Key Activities:

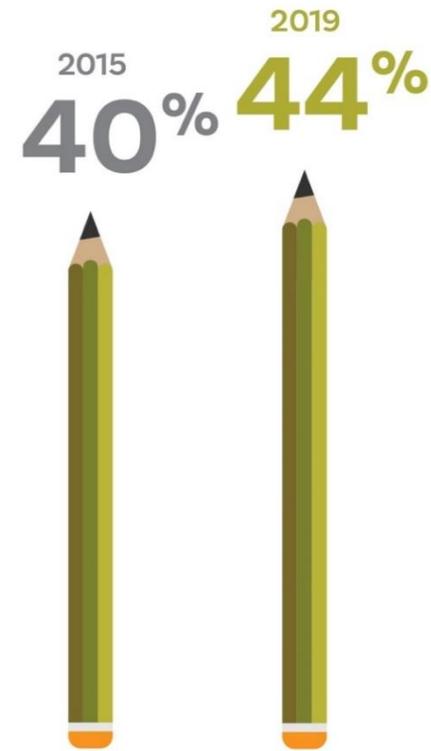
- **Connecting** schools with external partners
- **Coaching** the new relationships
- Developing **sustainability** of the partnership



3rd Grade Reading Proficiency

44%

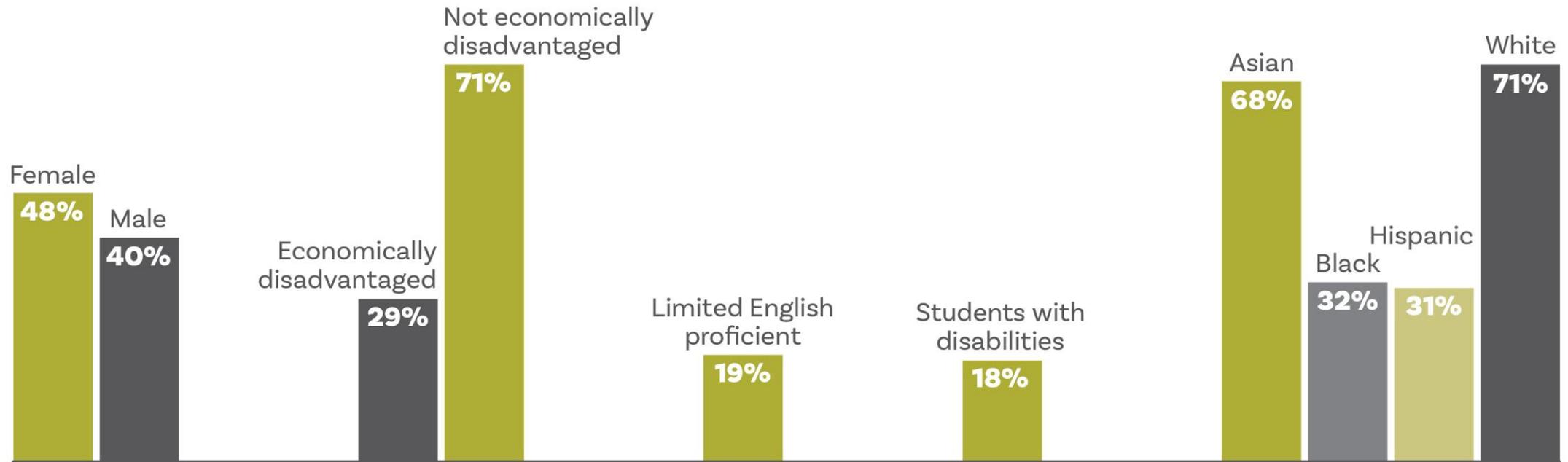
of children are reading proficiently by the end of third grade in 2019.





3rd Grade Reading Proficiency

Percent of Students Proficient & Above Grade Level on 3rd Grade Reading



Source: GOSA, 2018-2019 Georgia Milestones End-of-Grade (EOG) Assessments (by grade)

Bright Spots are being scaled

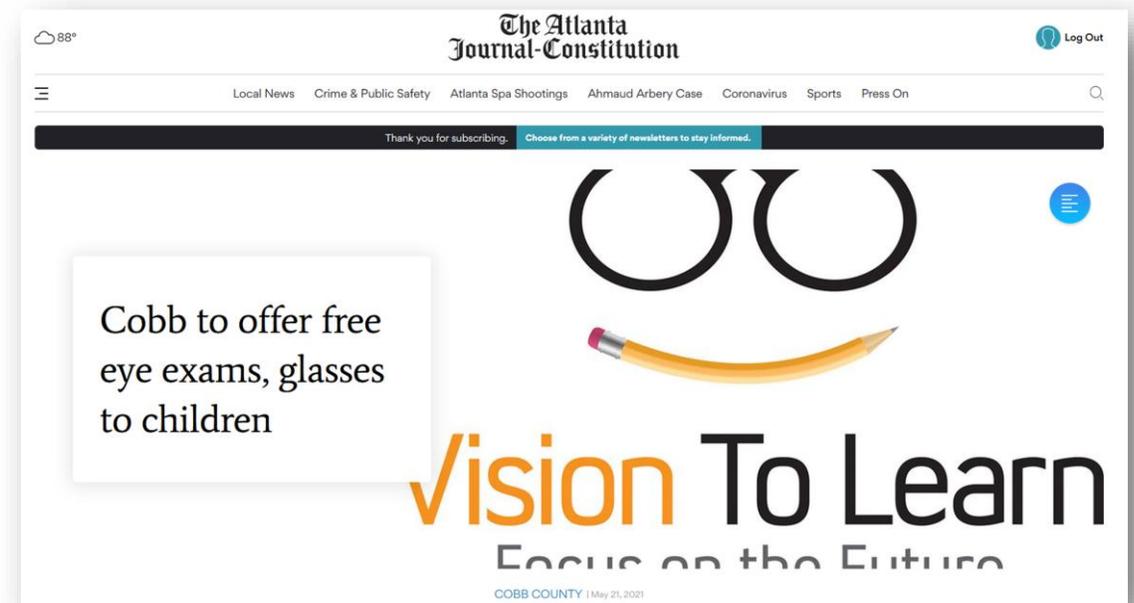
Teacher Prof. Development

L4L has worked to embed Cox Campus tools on the Cobb County teacher professional development systems to create a seamless experience for educators.



NEW FEATURES
ADDED TO CTLS
CTLS Learn 1.5

Vision Care



The Atlanta Journal-Constitution

Local News Crime & Public Safety Atlanta Spa Shootings Ahmaud Arbery Case Coronavirus Sports Press On

Thank you for subscribing. Choose from a variety of newsletters to stay informed.

Cobb to offer free eye exams, glasses to children

Vision To Learn
Focus on the Future

COBB COUNTY | May 21, 2021



educational freedom – freedom, not reform



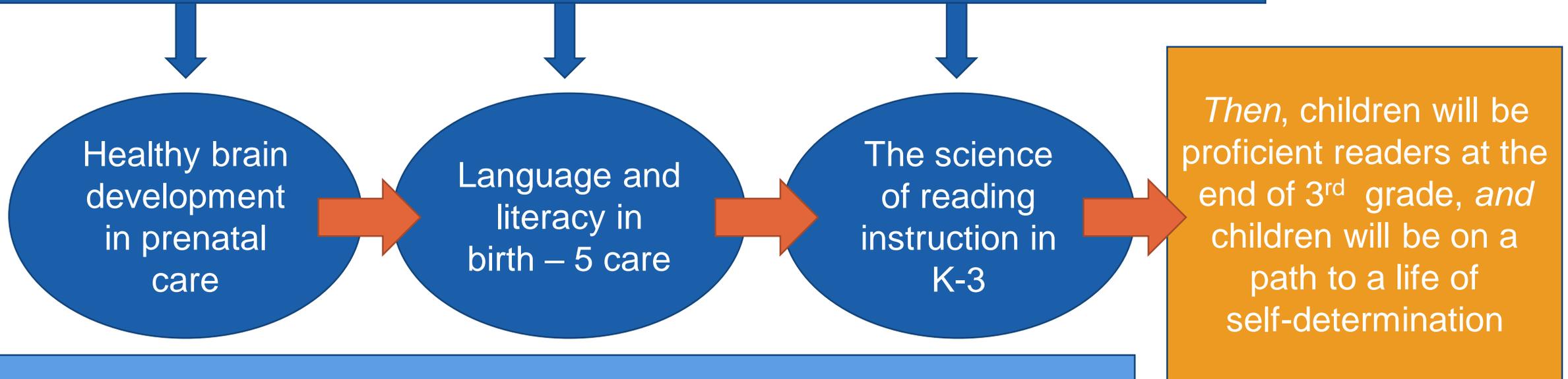
Dr. Bettina L. Love

Literacy and Justice for All:

Uniting effort and influence to eradicate illiteracy
in Atlanta, Marietta and beyond.

Literacy and Justice for All: Theory of Change

IF child-facing adults have the knowledge, skills, and agency to implement:



Grounded in trauma-informed practices and relationships of care

Built on a collaborative learning environment and through continuous improvement with small tests of what's working, for whom, and under what conditions

L4L's Role in Literacy and Justice for All

L4L serves as the grant's backbone and builds networks around these goals:

- **Convene for continuous improvement**
- **Data collection and analysis**
- **Leverage findings across metro Atlanta**

CAN and Leadership Council prioritized pandemic factors affecting 3rd grade reading proficiency

Teacher Preparation
Children's Mental Health
Early Childhood Education

Attendance
Summer Learning Loss
Student Engagement

School and Classroom Climate
Adult Literacy
Food Insecurity

Bright Spot Rubric Criteria

Questions you and the L4L Leadership Council asked...

Proven Model

“Does it work?”

Scalable

“Can it work in other places?”

Equitable

“Will it help close the opportunity gap?”

Bright Spots address pandemic learning loss

Today's Goals

- Provide insight into scaling plans so Bright Spots have greater impact on more students
- Focus on school leader priorities as entry point



Newest Bright Spots

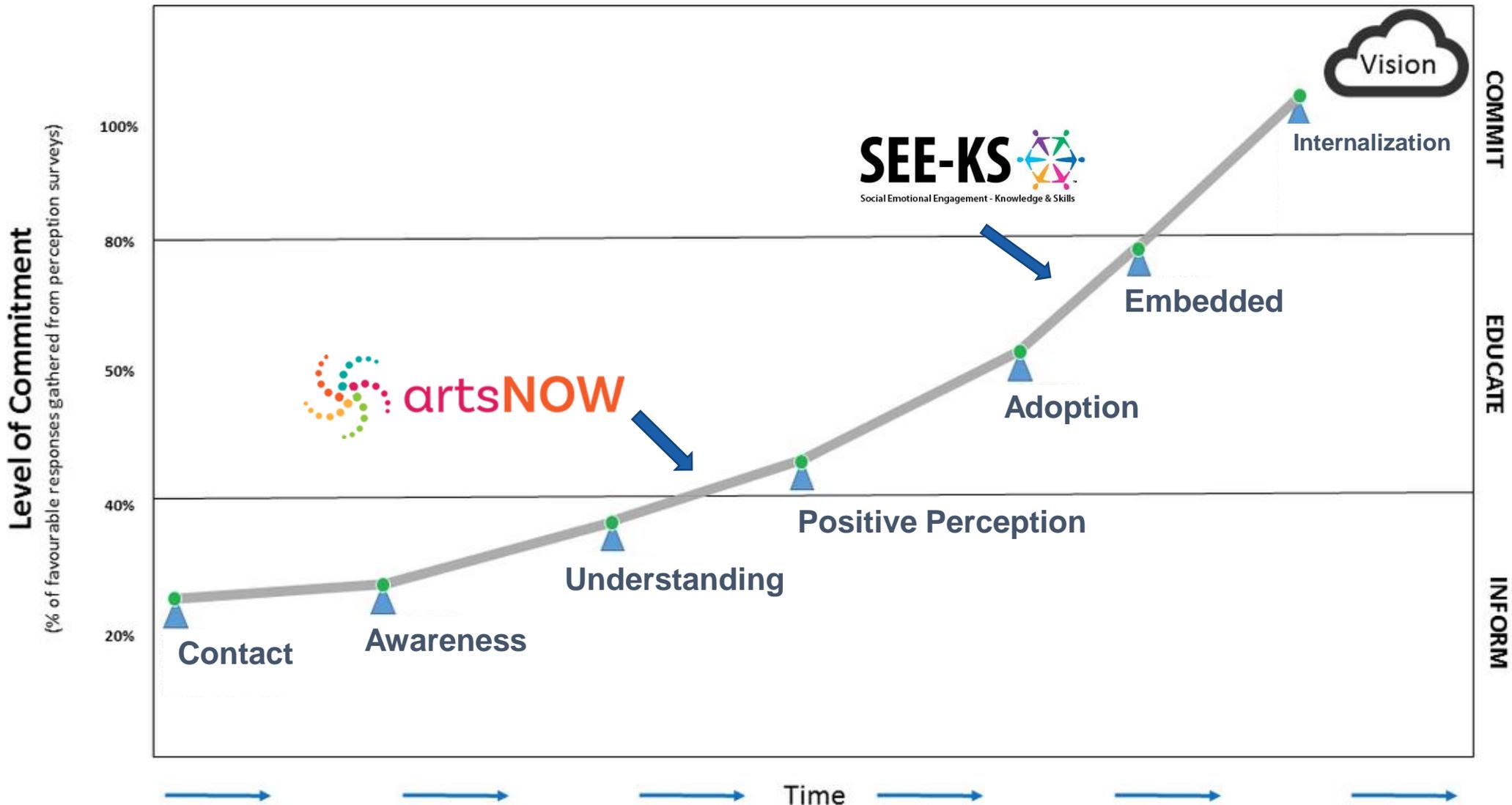


A professional learning organization that delivers resourceful and innovative strategies to *engage students, equip teachers, and grow school communities* for meaningful impact on the future.



A professional learning approach that provides freely accessible tools that equip educators to enhance students' social emotional engagement in the learning environment.

Today's Conversation: Moving up the Commitment Curve



Commitment curve stages

Stage	Description
1. Contact	Individuals have heard about the change
2. Awareness	Individuals are aware of basic scope and concepts of change
3. Understanding	Individuals understand the change impacts to the organization and their functional area
4. Positive Perception	Individuals understand change impacts and benefits to them
5. Adoption	Individuals are willing to work with and implement the change
6. Embedded	The change is the way work is done – the new status quo
7. Internalization	Individuals make the change their own and create innovative ways to use and improve

Small group discussion



Goal: identify metrics for success for strategies to increase school leader commitment to integrate ArtsNow into more schools.

Define

Challenges

(in moving up commitment curve)

- Prioritization
- Resources
- Teacher Buy-in
- Other
- Other
- Other

Prioritize 1 or 2 key challenges

Strategies

(to address these challenges)

- Demo Days
- Leader networks
- Retreats
- Other
- Other
- Other

How will we know if these are successful?

Metrics

(how can we measure whether these strategies are successful)

- Perception surveys?

Small group discussion

Goal: identify metrics for success for strategies to increase school leader commitment to integrate ArtsNow into more schools.

Agenda

What are the challenges in moving from understanding to positive perception?
Everyone discusses and lists

1. ArtsNOW describes current strategies for building school leader communities of practice (principal networks, foundational seminars, demo days)
2. CAN: do you have any strategies to add?
3. CAN: match the strategies to the challenges*
4. CAN: determine metrics for success in each of these strategies

Small group discussion

Goal: identify challenges and strategies to increase school leader commitment to embed SEE-KS into more schools.

Define

Challenges

(in moving up commitment curve)

- Teacher buy-in?
- Other
- Other
- Other

Prioritize 1 or 2 key challenges

Strategies

(to address these challenges)

- More SEE-KS touch points?
- Other
- Other
- Other

How will we know if these are successful?

Metrics

(how can we measure whether these strategies are successful)

- Perception surveys?
- Other
- Other

Small group discussion

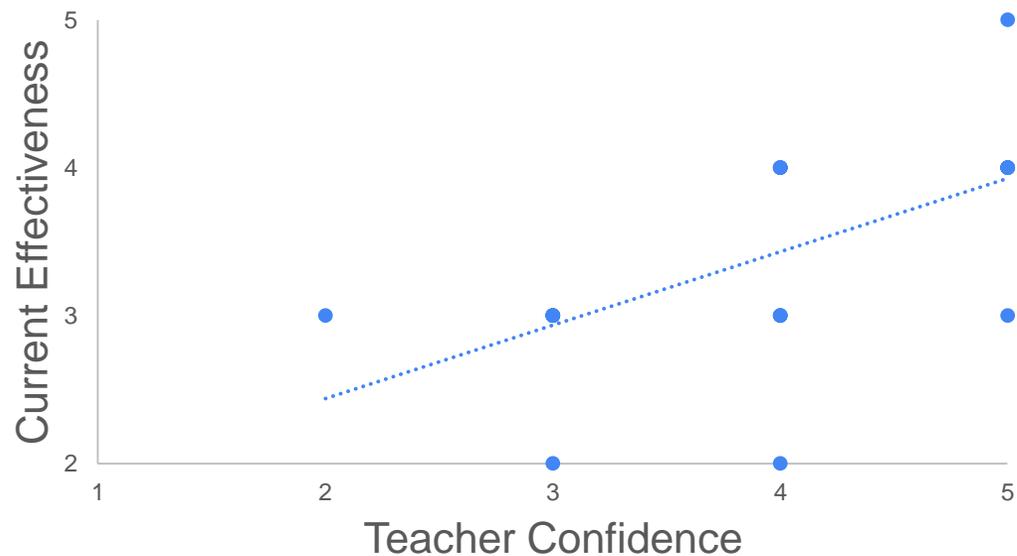
Goal: Move leaders along the commitment curve from adoption to embedded.

Agenda

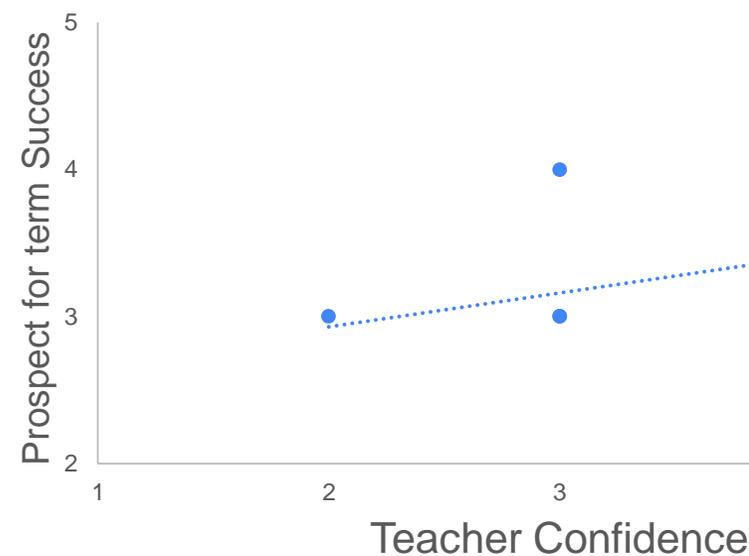
1. How do you interpret this relationship (on graph) between successful school implementation of SEE-KS and staff confidence?
2. What might be the barriers to building staff confidence in being able to embed SEE-KS?
3. What are some strategies that the SEE-KS team might use to address these challenges?
4. (Time permitting: how would you measure these strategies?)

Successful adoption is correlated with teacher confidence

How Effective is SEE-KS at your School?



How is the SEE-KS Implementation Going?



Share out

Share one theme or idea from your group's discussion

- ArtsNOW: Hanah Goldberg, GEEARS
- ArtsNOW: Tommy Pearce, Neighborhood
- SEE-KS: Tim Cairl, Metro ATL Chamber
- SEE-KS: Ken Zeff, L4L

Thank you to our volunteer facilitators :)

Network Next Steps

- **Attend the next network meeting:**
 - Tuesday, July 13
- **In the chat box (optional)...**
 - Share any resources you'd like to be shared with this network in the follow up email