



# Early Literacy Change Action Network November 30, 2021

Say hello in the chat box...

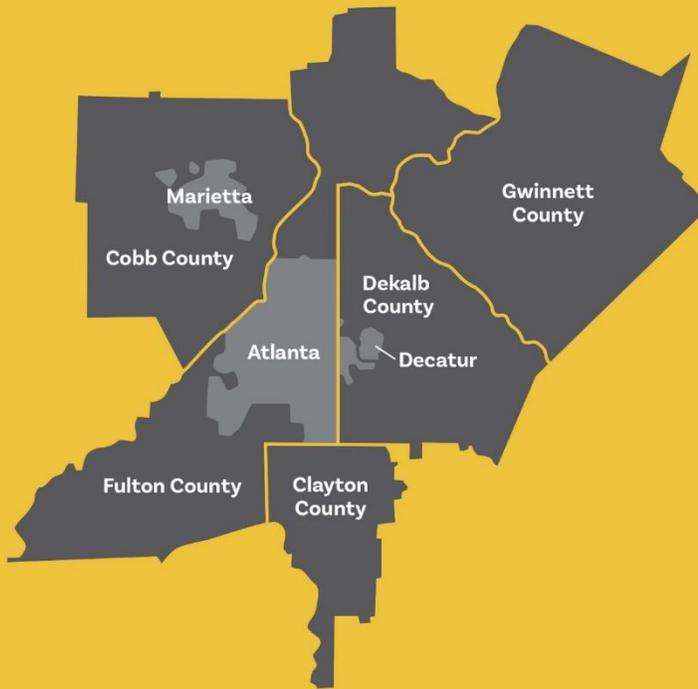
- Share your name, organization, and role

# Agenda

- L4L's Theory of Action
- Postsecondary Network Update
- Early Literacy Bright Spot Scaling Discussions
  - ArtsNOW
  - SEE-KS

# Who We Are

## Five Core Counties & School Districts



## K-12 Students Total enrollment

2020

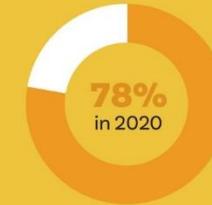
**604,063**

2010-2011

**569,159**

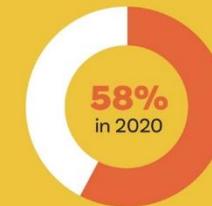


## Students of Color



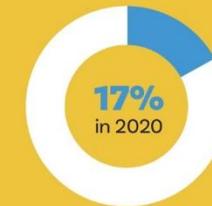
Change in Eight Years, 2012-2020  
**53,000+**

## Low-Income



Change in Eight Years, 2012-2020  
**18,000+**

## English Learners



Change in Eight Years, 2012-2020  
**54,000+**

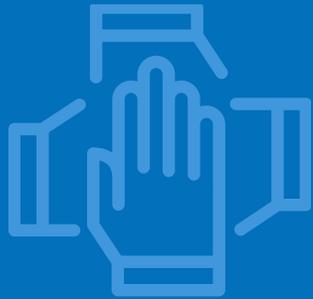
Source: The Governor's Office of Student Achievement (GOSA), 2010-2011 & 2017-2018, Enrollment by Subgroup Programs; Georgia Department of Education, FTE Enrollment by Grade Level(PK-12). Aggregated full-time equivalency (FTE) enrollment counts for school systems.

# L4L's Theory of Action

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

**What we do:**

**Engage partners**



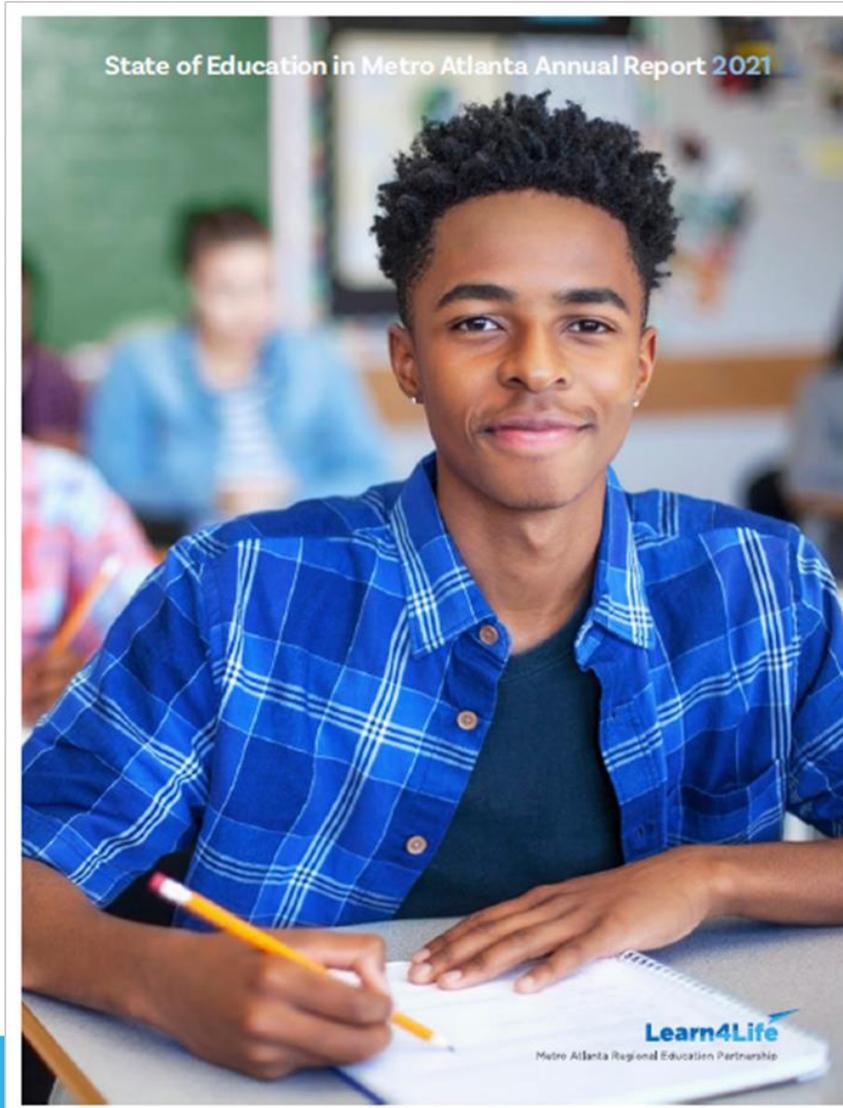
**Create shared understanding (of data)**



**Amplify bright spots**



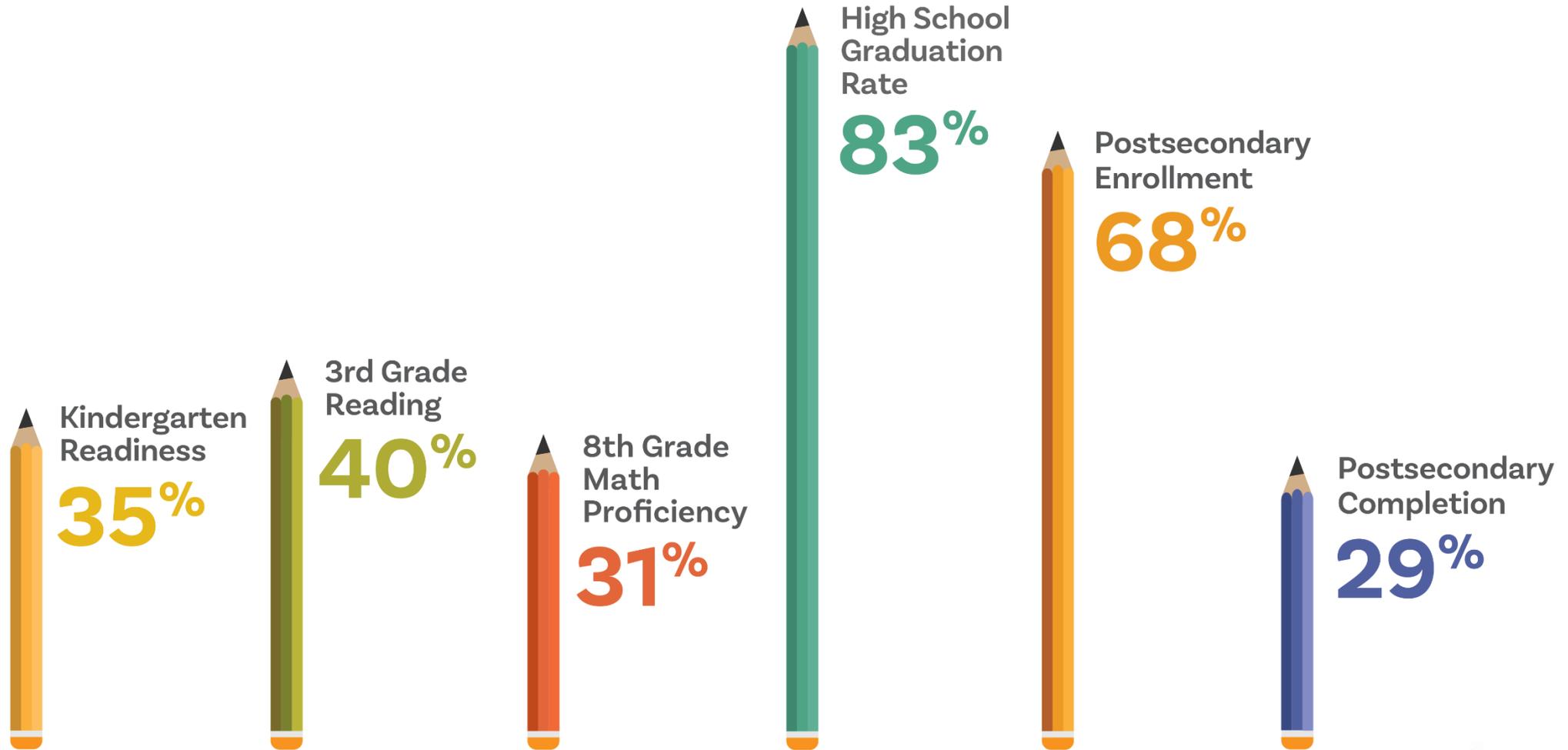
# Introducing the 2021 State of Education in Metro Atlanta Annual Report



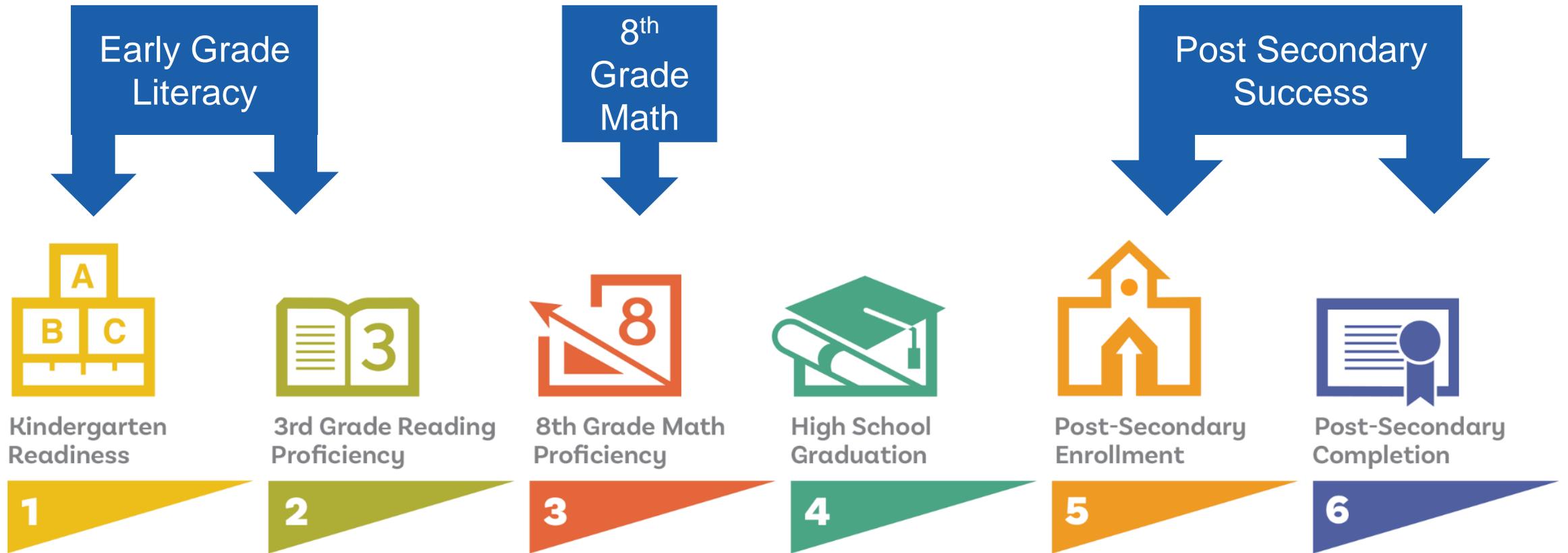
## Learn about...

- The region's data in detail
- “Bright spots” in action
- Background and context of the Science of Reading

# The State of Education in Metro Atlanta

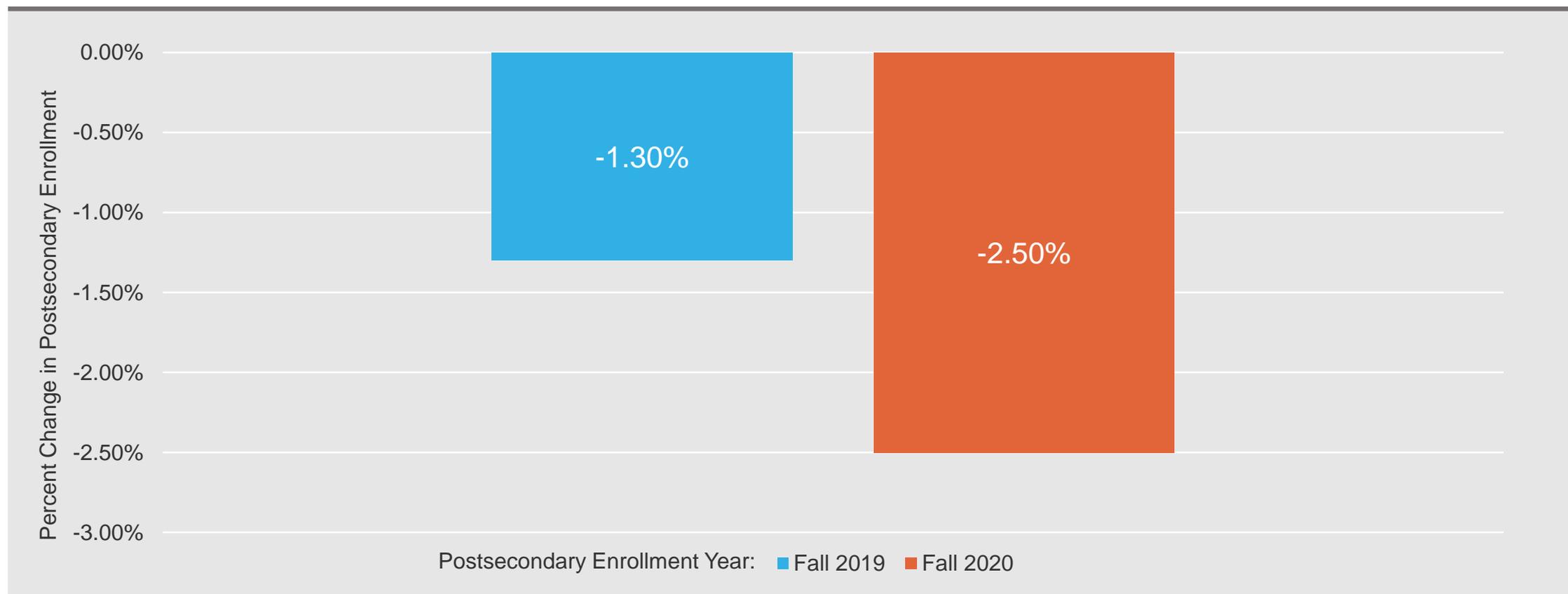


# L4L Key Indicators



# Nationally, postsecondary enrollment rates have declined steeply between 2019 and 2020

Percent Change in Enrollment from 2019 to 2020



Sources: The [NCES Current Term Enrollment Report](#) (p.4)

\*All sectors include public and private 2-4 year colleges and universities



# FAFSA is critical for postsecondary success



Postsecondary Enrollment

Completing the FAFSA increases postsecondary enrollment from 55% to 90%



Postsecondary Completion

Every additional \$1,000 in financial aid increases postsecondary persistence rates by 4%

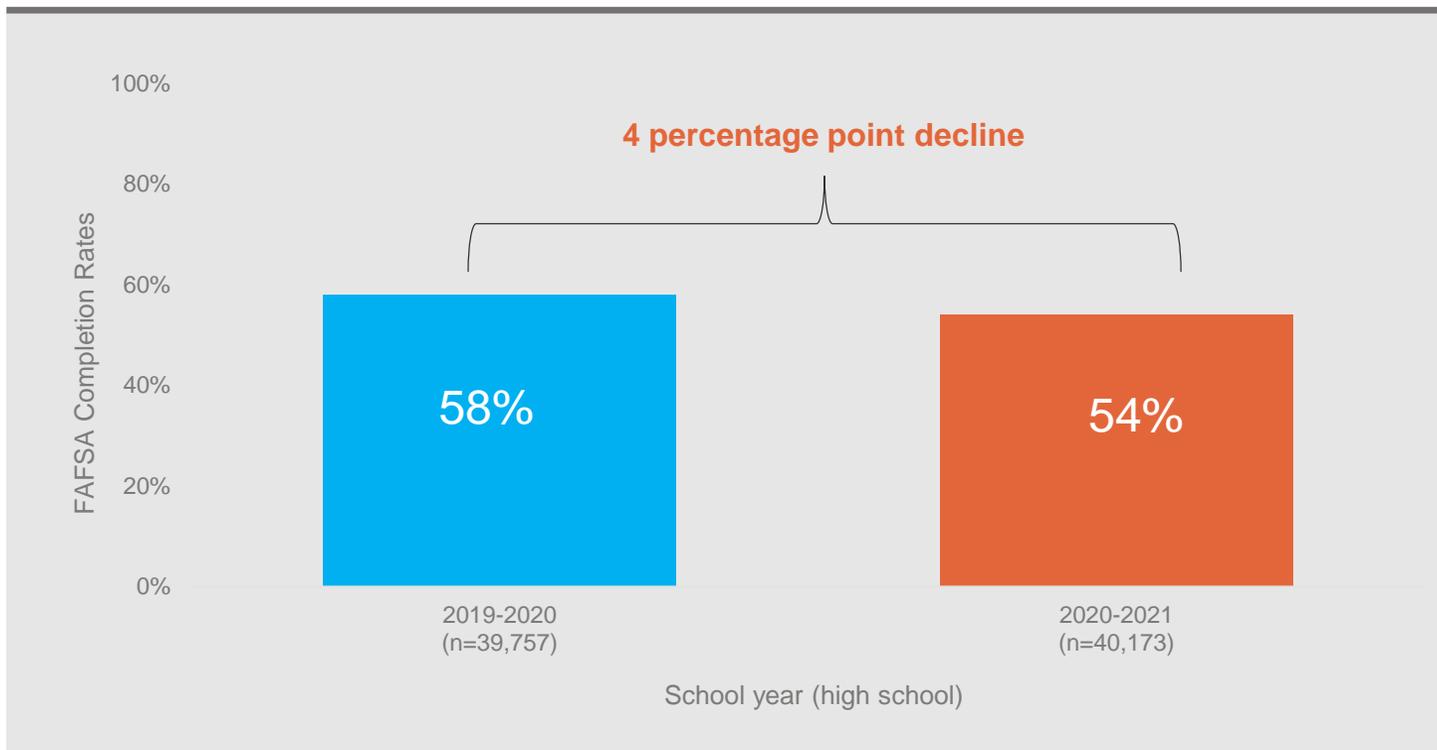


Postsecondary Completion

GA public university graduates earn on average \$850,000 more over the course of their careers than GA students w/HS diploma alone, and add \$2M to State's GDP

# FAFSA completion rates have dropped by four percentage points in Metro Atlanta

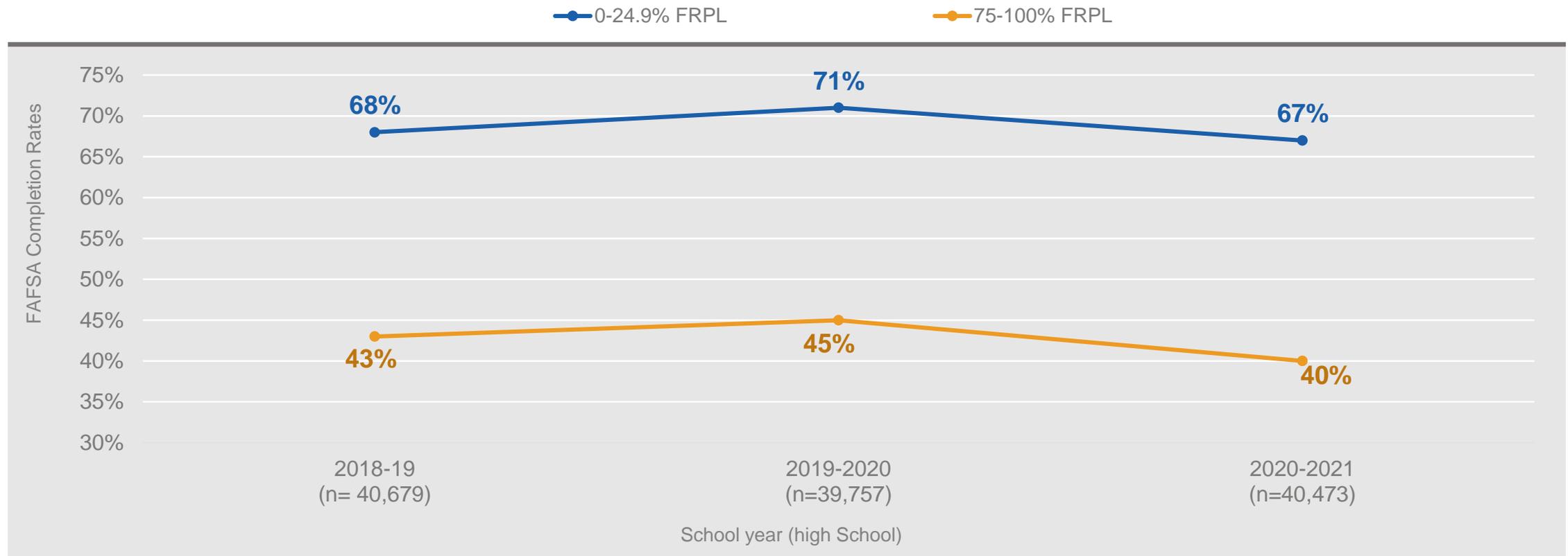
FAFSA Completion Rates By Metro Atlanta Seniors



About **1,100 fewer students** in Metro Atlanta have applied for the FAFSA since the start of the pandemic

# Students who are enrolled in high poverty schools saw the greatest declines in FAFSA completion rates

FAFSA Completion Rates for Students in Economically Disadvantaged<sup>1</sup> Schools in Metro Atlanta



Sources: <sup>1</sup>The [NCES](#) defines high-poverty as 75% or more of students receiving free or reduced-price lunch (FRPL).

# Metro Atlanta 2021 FAFSA Initiative



**Goal:** Increase postsecondary enrollment and completion by improving FAFSA completion across metro Atlanta

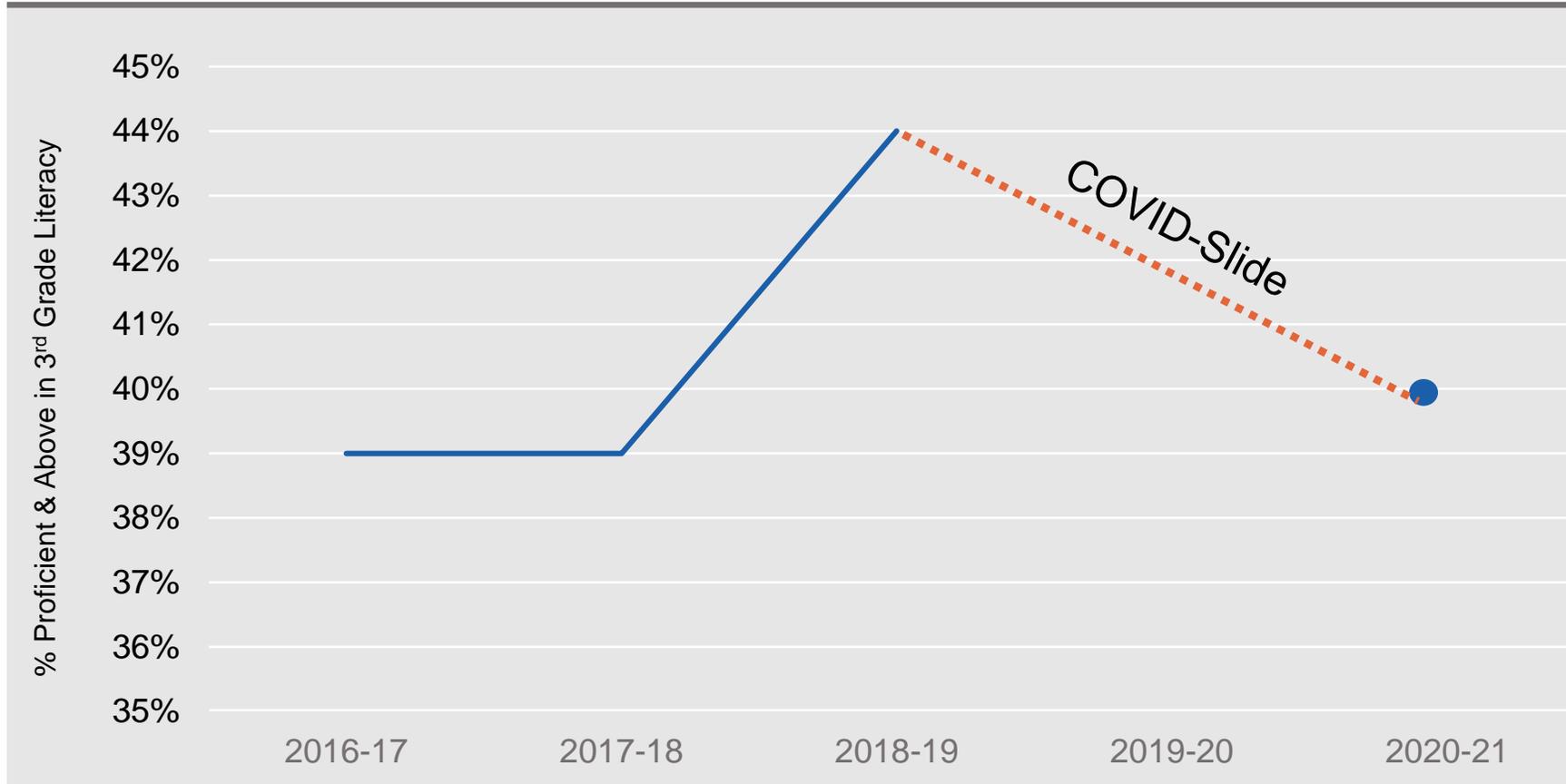


**Strategy:** Scale and accelerate the good work of the Scholarship Academy and the United Way's College Bound program by:

- Training volunteers to work directly with students to complete FAFSA
- Hosting completion events and office hours
- Providing marketing materials and incentives

# Metro Region Experienced Interrupted Learning

## 3<sup>rd</sup> Grade Reading Proficiency



% Tested:

95%+

95%+

95%+

NA

65%

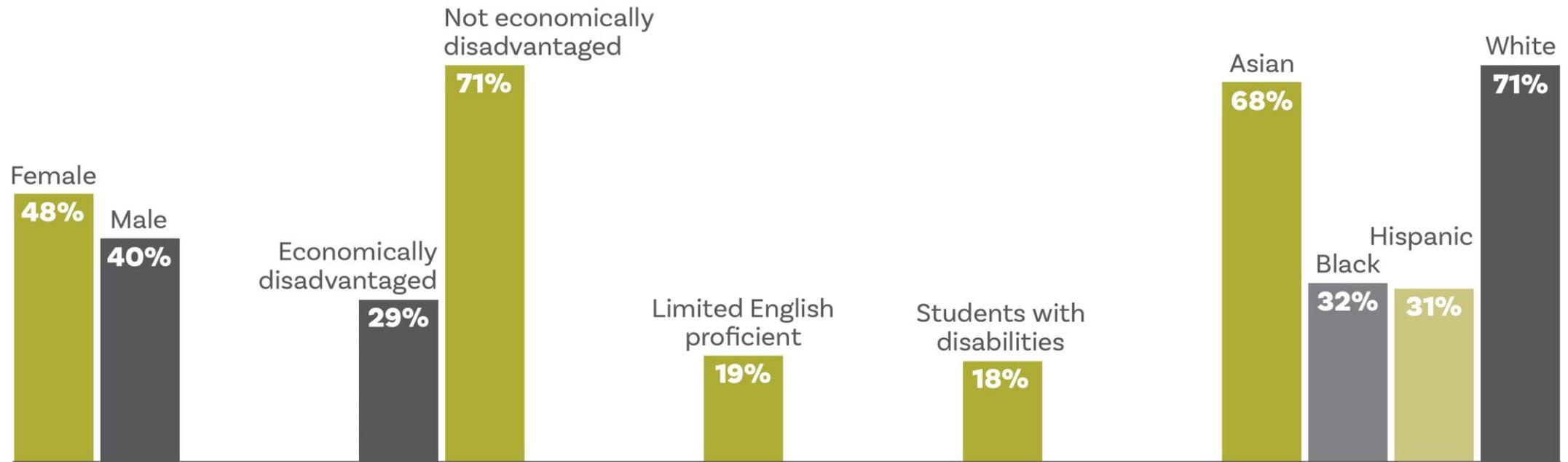
### Key Findings

- > Upward trajectory was reversed
- > Similar movement across tested subjects



# 3rd Grade Reading Proficiency Disparities

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



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

# Review: How L4L Identifies Bright Spots



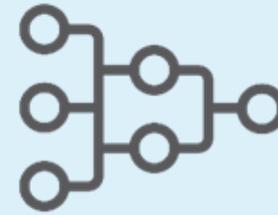
**Convene**



**Understand  
Local Context**



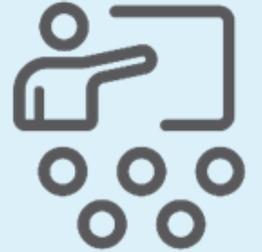
**Review Data**



**Analyze  
Factors**

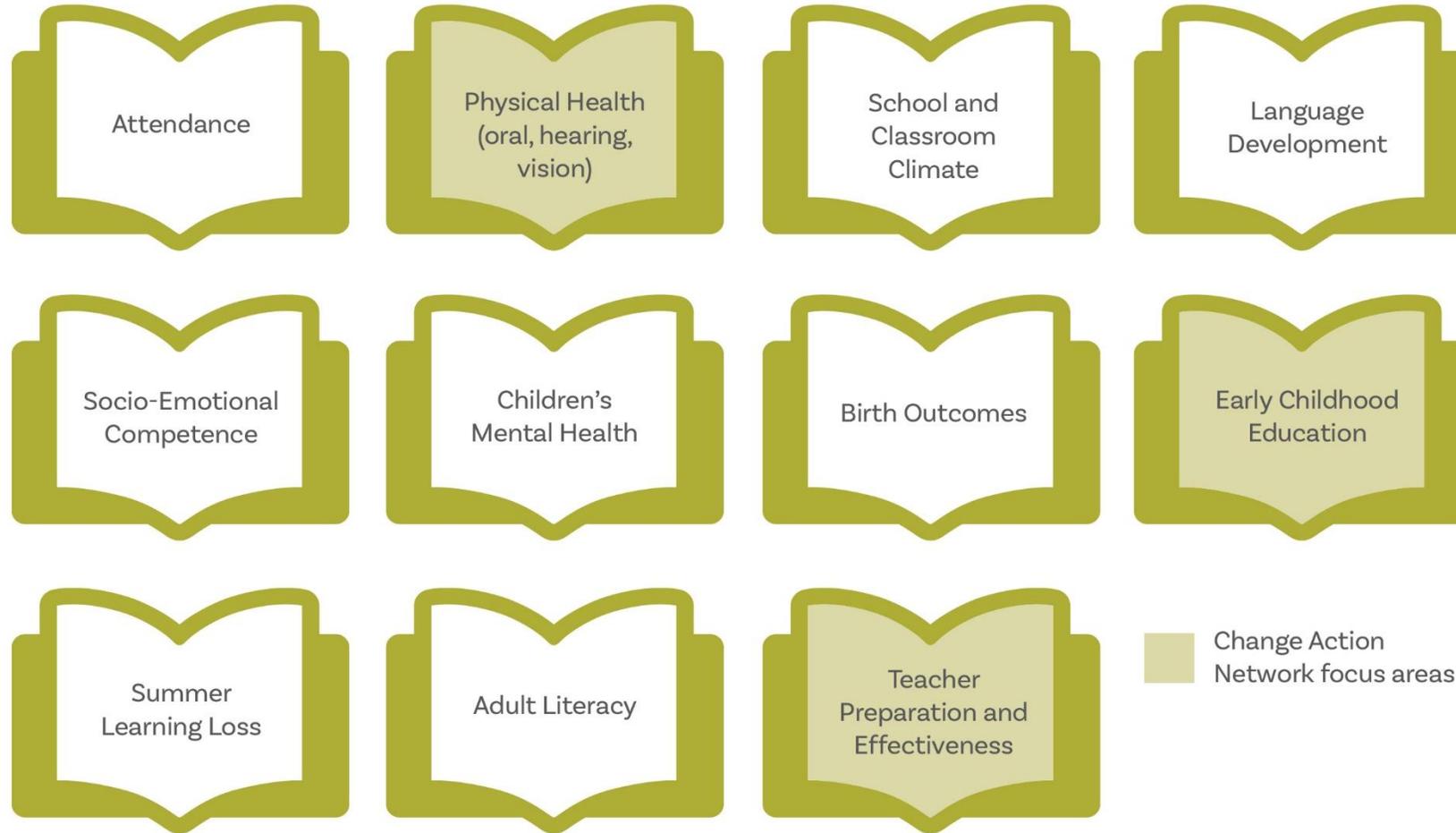


**Identify  
Brightspots**

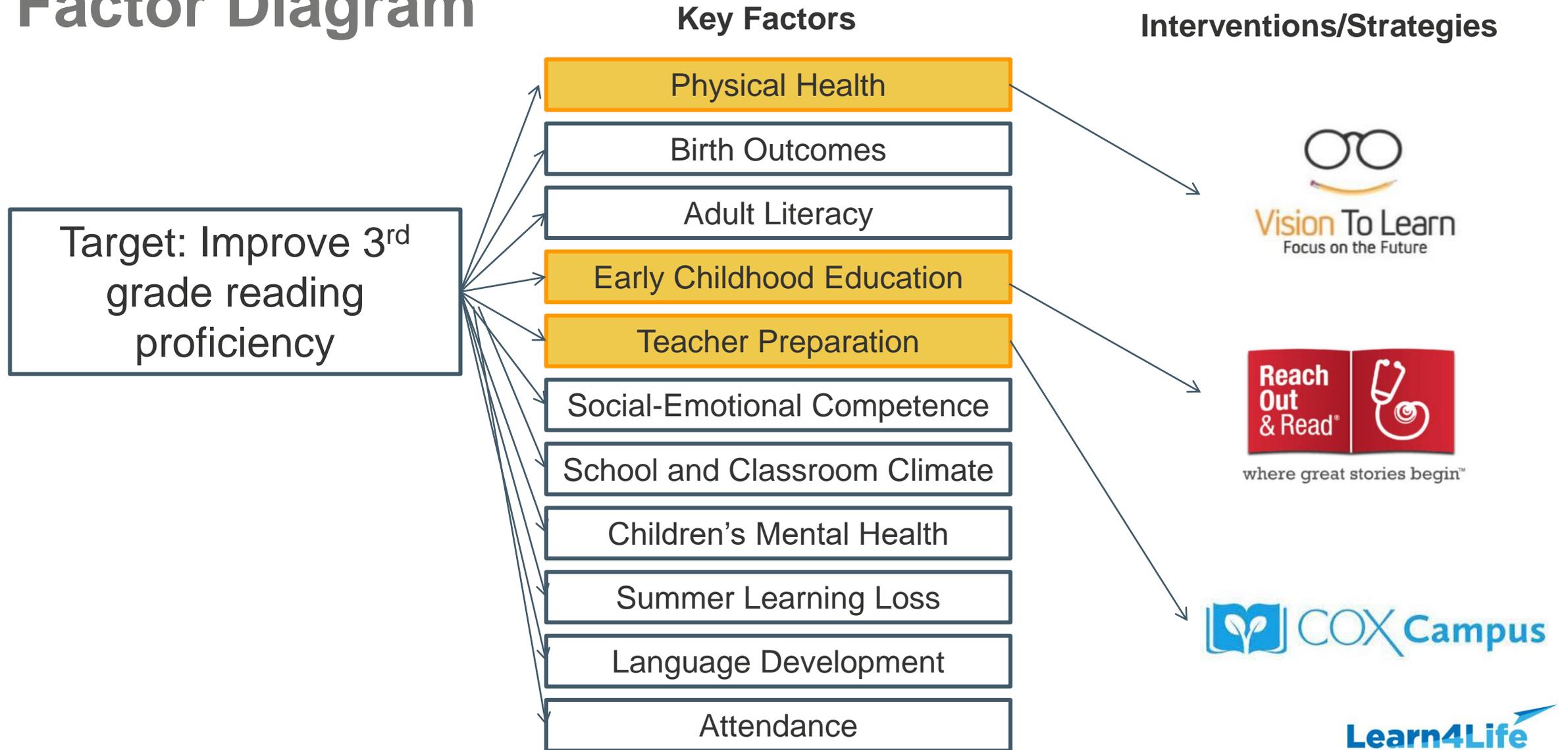


**Develop  
Action Plans**

# Third Grade Reading Proficiency Factors



# Factor Diagram



# L4L's First Early Literacy Bright Spots are Scaling



where great stories begin™



- Supporting Cobb and Marietta in depth
- Year-long courses free to everyone

- Increased connections to funders and expanded partnerships
- More children served

- Serving thousands more students in metro ATL
- Unmet demand: 5,000+

# What is the science of reading?

## Listening Comprehension

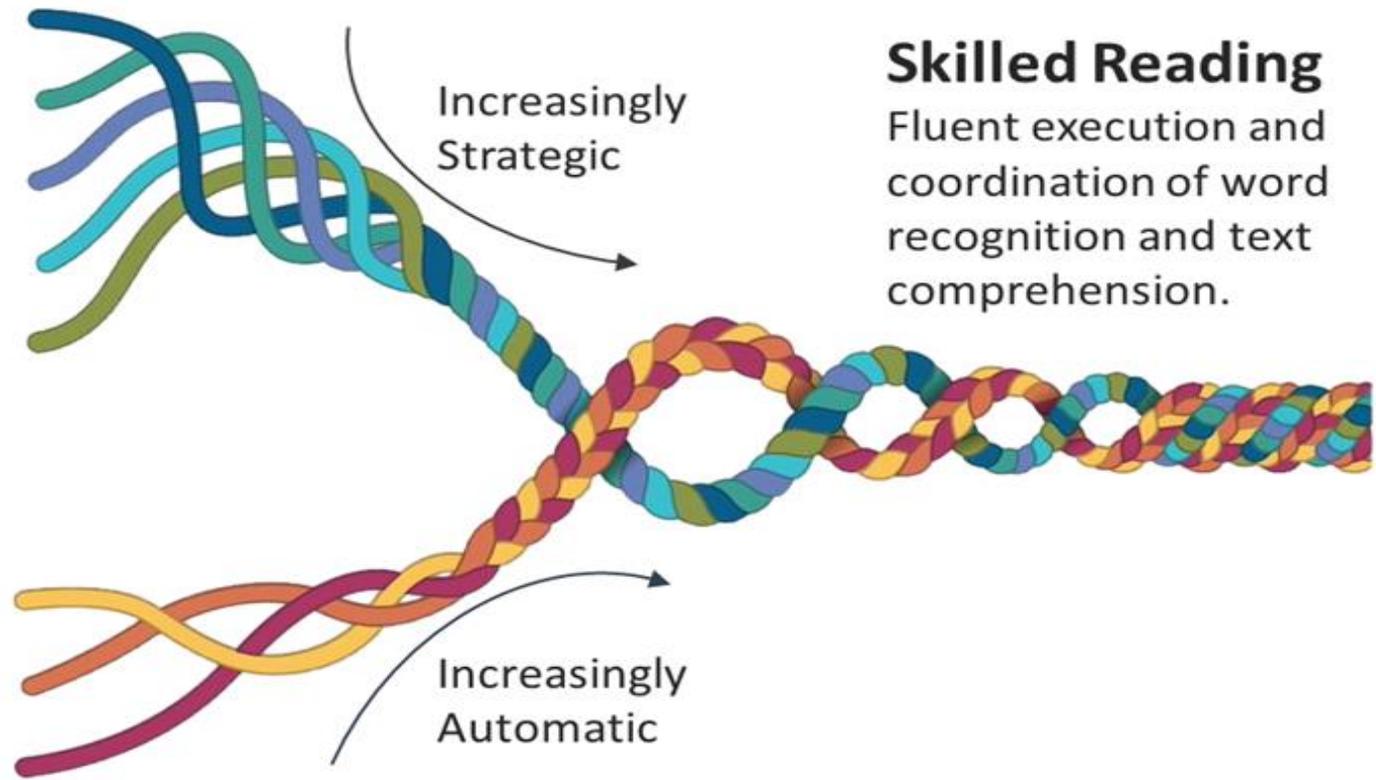
### Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

## Decoding

### Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition



### Skilled Reading

Fluent execution and coordination of word recognition and text comprehension.

Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.



# L4L's Newest Bright Spots = Student Engagement



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.

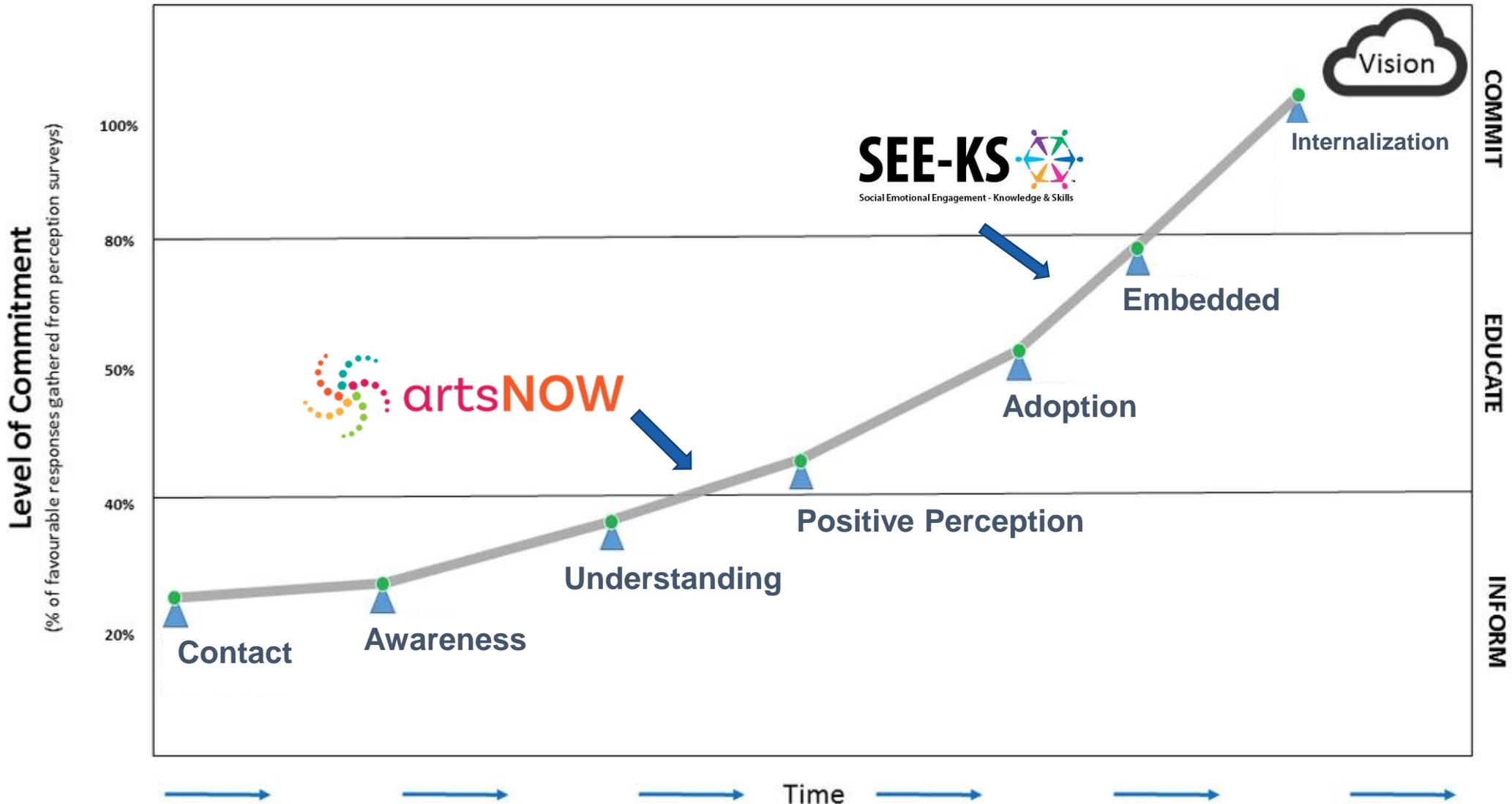
# Bright Spots address pandemic learning loss

## Today's Goals

- Provide insight into scaling plans so Bright Spots have greater impact on more students
- Move Bright Spots along 'Commitment Curve' with schools



# In Progress: Moving up the Commitment Curve



Source: <https://www.verozen.co.uk/2016/09/commitment-curve/>

# Small group discussions



## Goal:

Support ArtsNOW in increasing the effectiveness of **fully virtual** Demonstration Days to keep school leaders progressing up the commitment curve



## Goal:

Support follow through implementation of SEE-KS after momentum built in a district leadership meeting about SEE-KS

# Small group discussion

**Goal:** Support ArtsNOW in increasing the effectiveness of **fully virtual** Demonstration Days to keep school leaders progressing up the commitment curve

## Agenda

1. ArtsNOW describes transition to fully virtual Demo Days
2. CAN asks clarifying questions about Demo Days
3. Discuss: how to replace what has been lost in translation from in person to virtual

# Small group discussion

**Goal:** Support follow through implementation of SEE-KS after momentum built in a district leadership meeting about SEE-KS

## Agenda

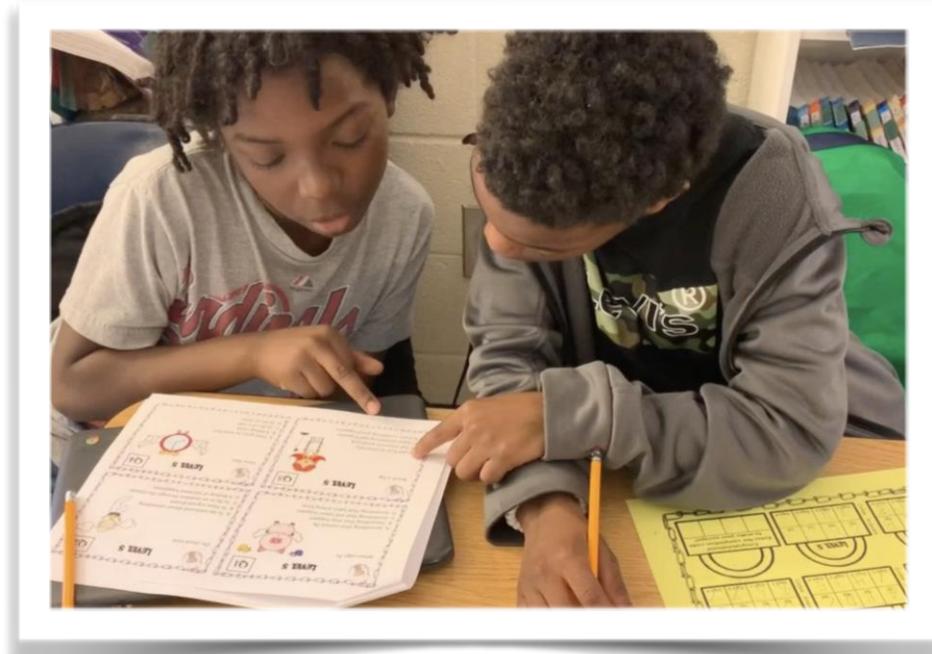
1. *Warm up question:* Imagine that both student and teacher engagement is really high in a school. What would that look like?
2. SEE-KS shares leadership roundtable experience in moving a district toward embedded practice.
3. Discussion question: how might SEE-KS support the follow through implementation of SEE-KS in this district?

# ***SEE-KS - Social Emotional Engagement - Knowledge and Skills***

Moving from adoption to embedded practice using collaborative networks



## ***Leadership Collaboration PLCs - Using Engagement Data for Continuous Improvement***



Presented by Emily Rubin, MS, CCC-SLP  
For freely accessible tools: [www.SEE-KS.com](http://www.SEE-KS.com)

***We implemented this strategy within a school system where SEE-KS has been “adopted” by many, but not yet embedded***



A leadership PLC meeting was held to bring together senior leaders from a number of the schools engaged in SEE-KS PL.



# *Initial warm up question in this PLC, “What if engagement data was the only data you had? How would you use it?”*



## Sample responses:

- *"It can serve as evidence of (or a predicted outcome of) learning,"*
- *"Formative assessments by content area?"*
- *"I would use it to determine if the lesson was making a connection with the student[s],"*
- *"I would use it to plan learning activities. The more students who were engaged, the more learning and connections were happening,"*
- *"You could use it for social emotional data. School climate. Teacher retention."*
- *"I imagine that engagement data and academic achievement data track well. I can not imagine disengaged or non-engaged students learning anything NEW. Engaged students could not continue to hold on to misconceptions for long."*

***How might engagement data fit within your continuous improvement efforts?***

***What "if our data shows\_\_\_\_, then our learners will\_\_\_\_" statements may be useful?***



# “If...then...” *results so far....*



School leaders generated (and shared with one another): “If...then...” statements show a linkage from engagement data to literacy, academic and student/teacher well-being/retention.

Examples:

- *“IF our data shows an average of XX on the engagement ladder, THEN we will see a through line to our student literacy and academic achievement.”*
- *“IF our engagement data (STUDENT AND TEACHER) is high, THEN we are doing a deep dive into curriculum.”*
- *“If engagement is LOW (anyone's), THEN it leads to teacher and student burnout.”*
- *“IF we could choose to focus on this one SEE-KS initiative, THEN we could see the impact that student engagement has on EVERYTHING.”*

# Share out

Share one theme or idea from your group's discussion

- ArtsNOW: Rebecca, Shawn, Melinda
- ArtsNOW: Ken, Jim, Crystal
- SEE-KS: Damian, Emily

# Network Next Steps

- **We'll see in you in the new year!**
  - Tuesday, February 8
- **Check out L4L's State of Education report and event**
  - Links in chat and follow up email
- **In the chat box (optional)...**
  - Share any resources you'd like to be shared with this network in the follow up email