



Early Literacy Change Action Network June 21, 2022

Say hello in the chat box...

- Share your name, organization, and role

Getting to know our network members: Rachel Sprecher



R. Howard Dobbs, Jr.
FOUNDATION

What I'm working on...

- Supporting grantseekers and grantees in powering their work to tackle challenges.

Why I engage in L4L's CANs...

- It's the best the region has to offer in collective impact.

Connect with me about...

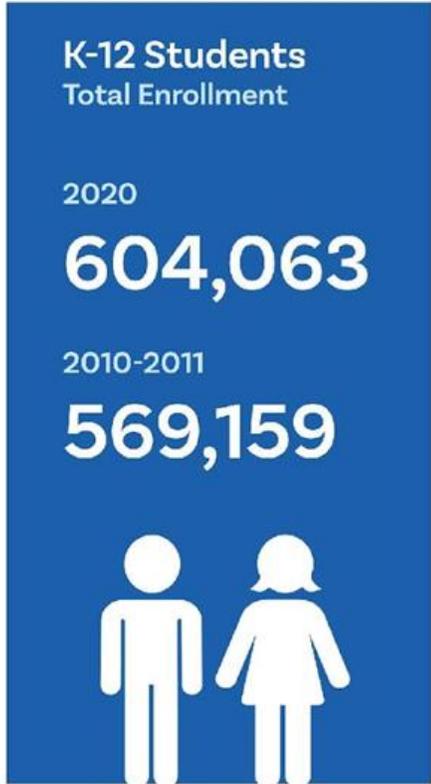
- Efforts around teacher quality, effectiveness, success, morale, retention, and more.

Agenda

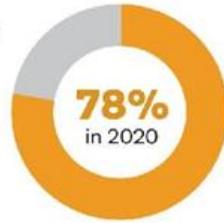
- L4L's Theory of Action
- Math Network Update
- Early Literacy Discussions: Consultancy Model
 - Change Management
 - Actionable Data
 - Dependent Care Policy

Our Region is Diverse and Growing

Five Core Counties & School Districts



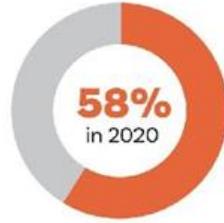
Students of Color



Change in Eight Years,
2012-2020

53,000+

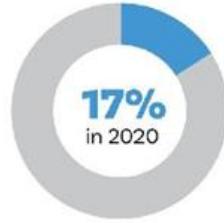
Low-Income



Change in Eight Years,
2012-2020

18,000+

English Learners



Change in Eight Years,
2012-2020

54,000+

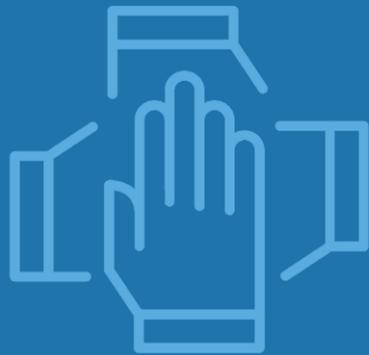
Source: The Governor's Office of Student Achievement (GOSA), 2010-2011 & 2017-2018, Enrollment by Subgroup Programs; Georgia Department of Education, FTE Enrollment by Grade Level (PK-12). Aggregated full-time equivalency (FTE) enrollment counts for school systems.

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



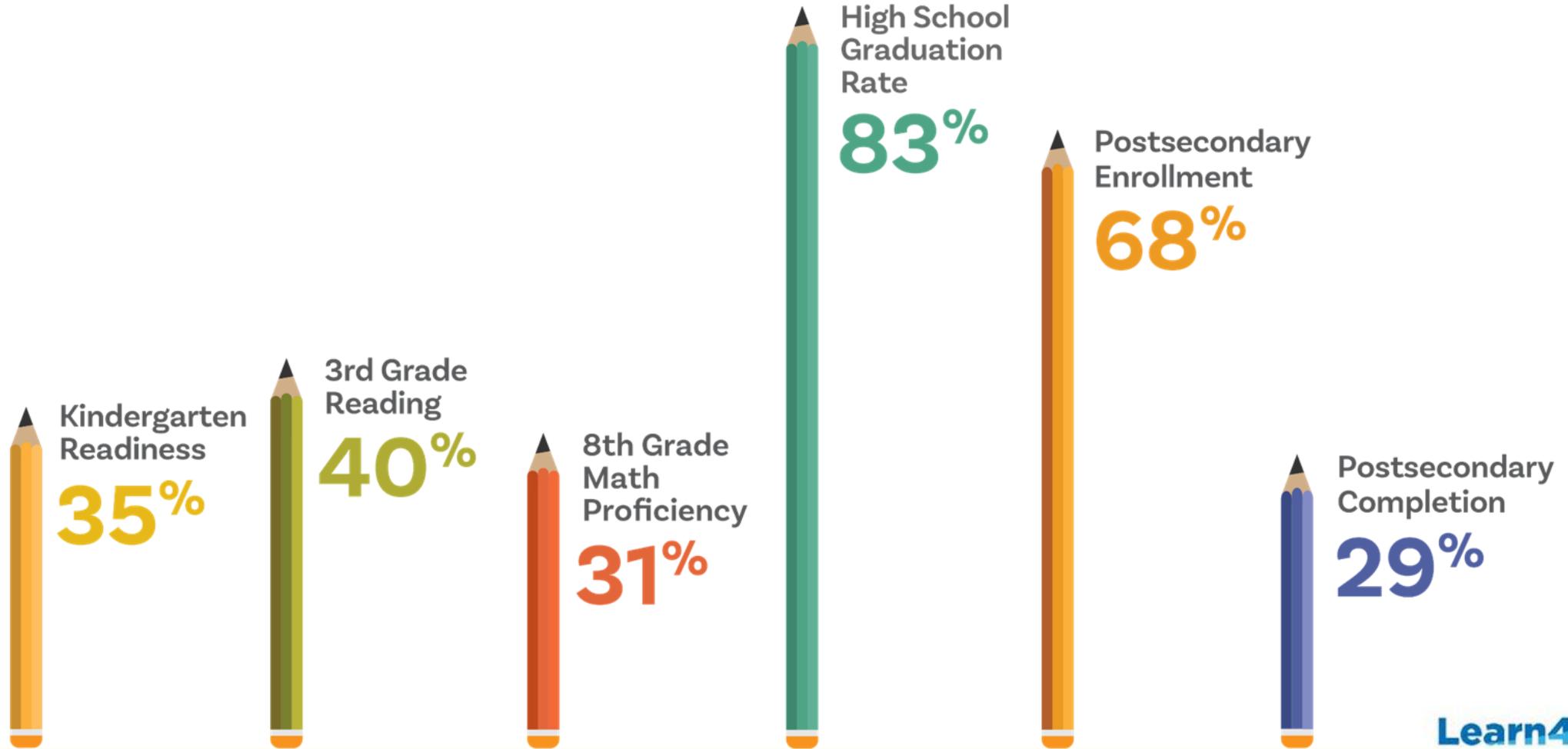
Create shared understanding (of data)



Amplify bright spots



The State of Education in Metro Atlanta



L4L Change Action Networks

Early Grade Literacy



Kindergarten
Readiness



3rd Grade Reading
Proficiency



8th Grade Math
Proficiency



High School
Graduation

8th Grade Math

Postsecondary Success



Post-Secondary
Enrollment



Post-Secondary
Completion

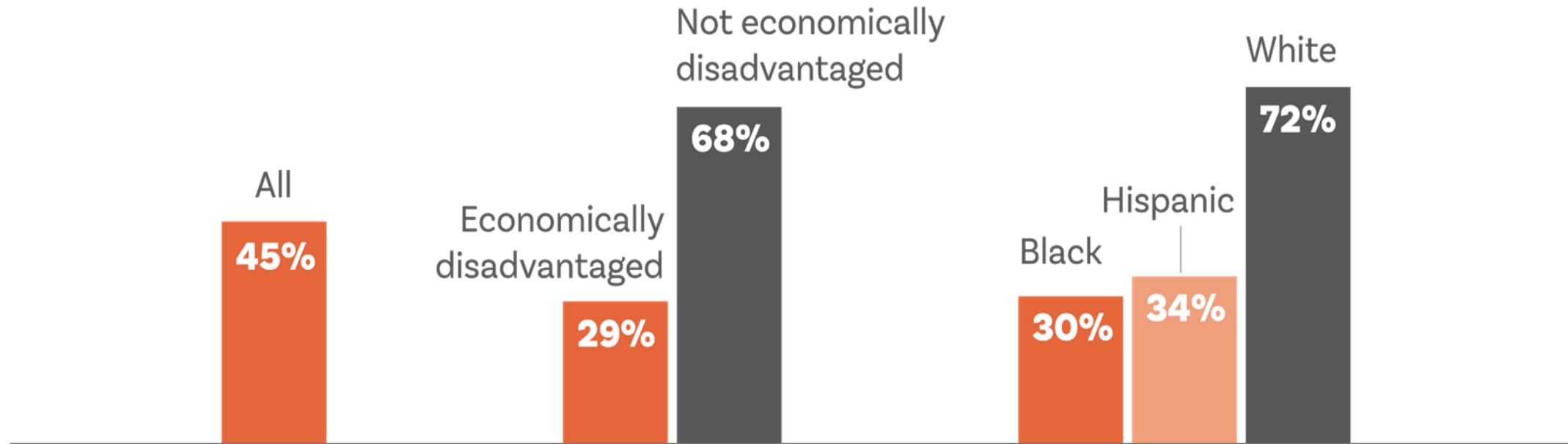


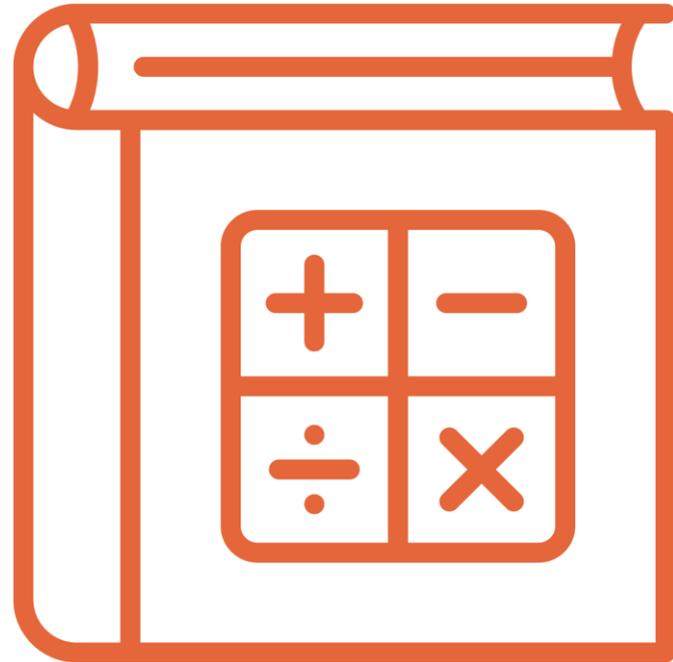
8th Grade Math



8th Grade Math Proficiency Disparities

Percent of 8th Grade Students Proficient and Above in Math (2019)





8th Grade Math Proficiency Factors

Interventions for Struggling Learners
School Culture
Racial Expectations
Teacher Effectiveness

Academic Preparation
Access to Appropriate Technology
Access to Rigorous Courses
Gender Expectations
Language and Literacy Skills
Math Anxiety
Relevant Curriculum
Use of Assessment Data



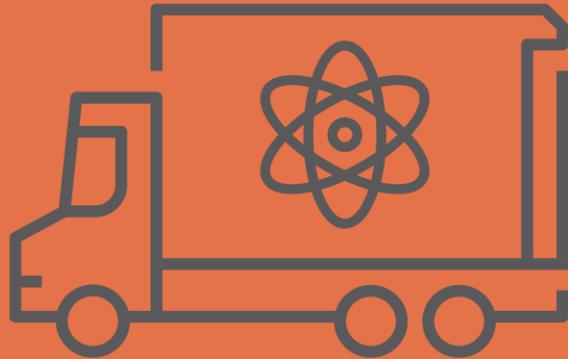
CHANGE ACTION
NETWORK
FOCUS AREAS

Highlights of Bright Spot Work

STE(A)M Truck

78%

of students have improved STEM skills after engaging with STE(A)M Truck



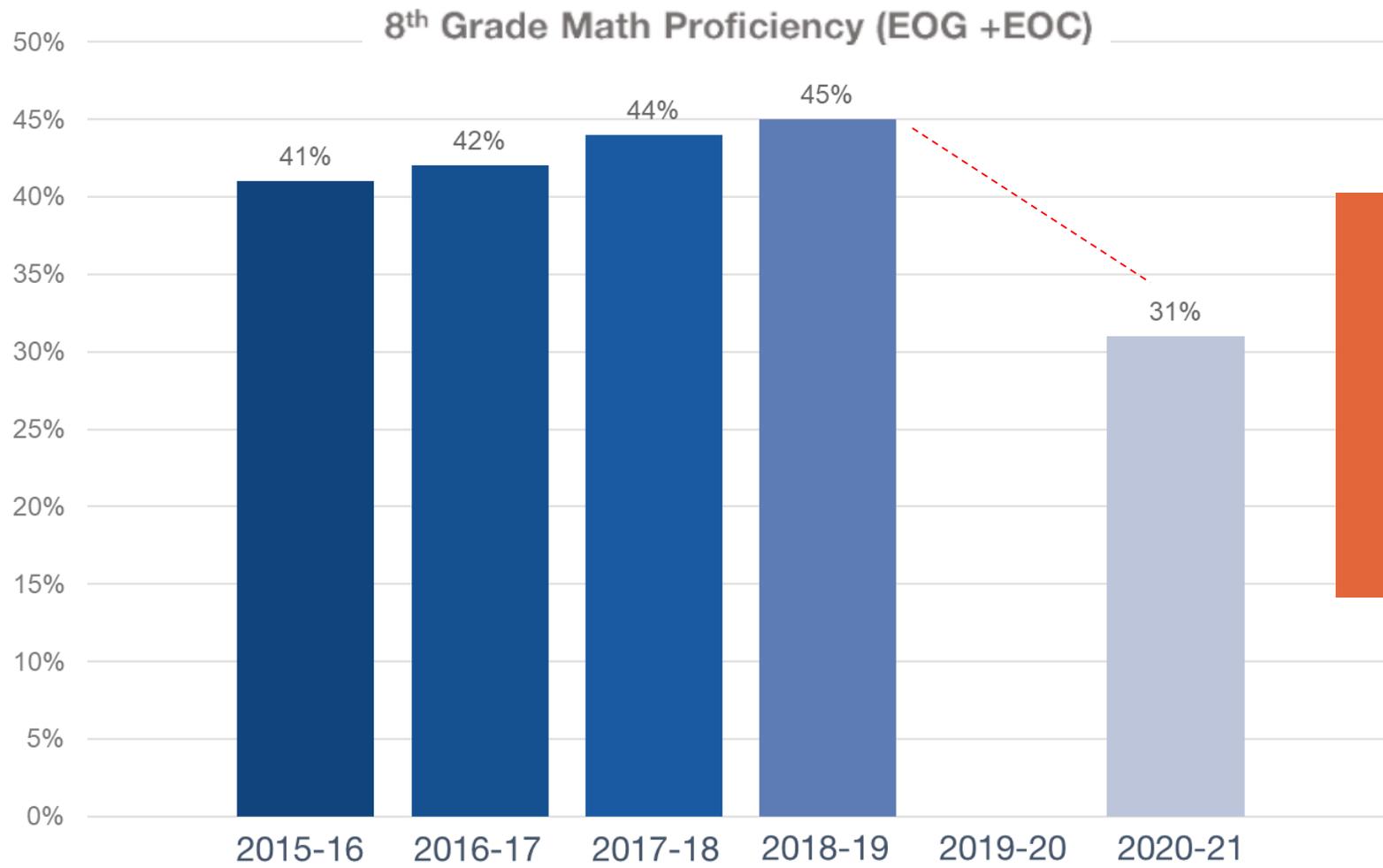
STEM/STEAM certification

12%

average increase in 8th grade math scores when middle schools become STEM certified



Over the pandemic, 8th Grade Math declined steeply



Over the pandemic, 8th grade math proficiency dropped 14 points.

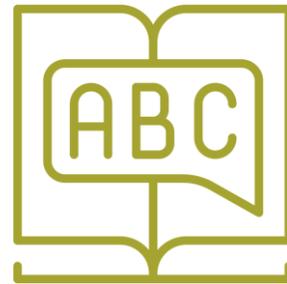
Math Bright Spot Identification Process

The Challenge: 31% average regional 8th grade math proficiency

Predictive Factor	Focus area selected by L4L Math Network and Leadership Council
Teacher Effectiveness	Increase teacher retention

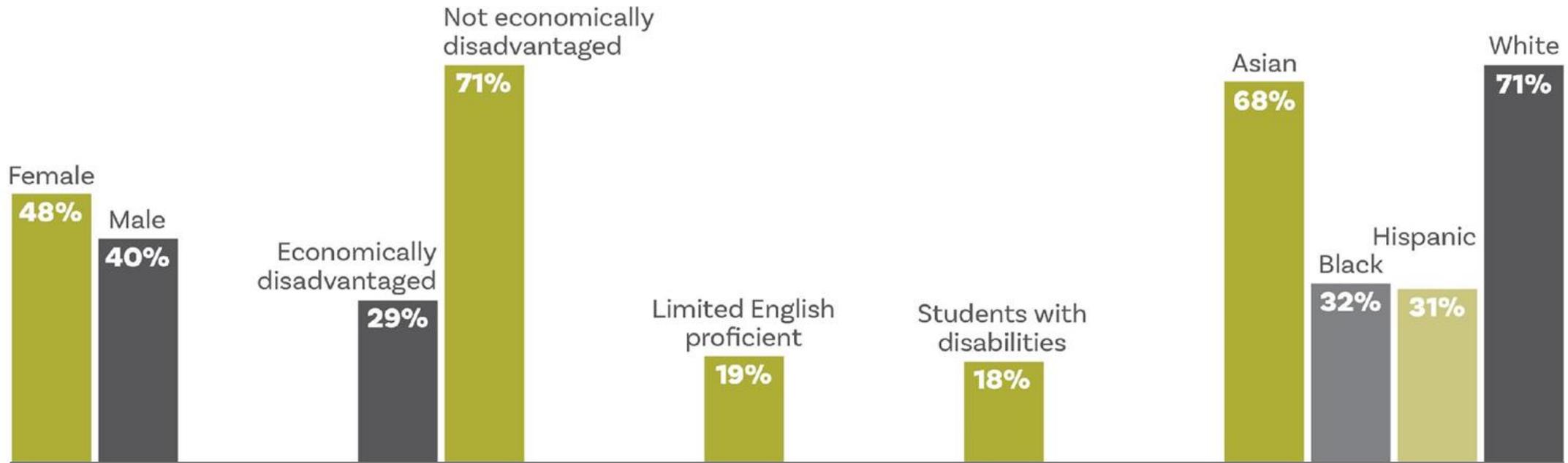


Early Grade Literacy



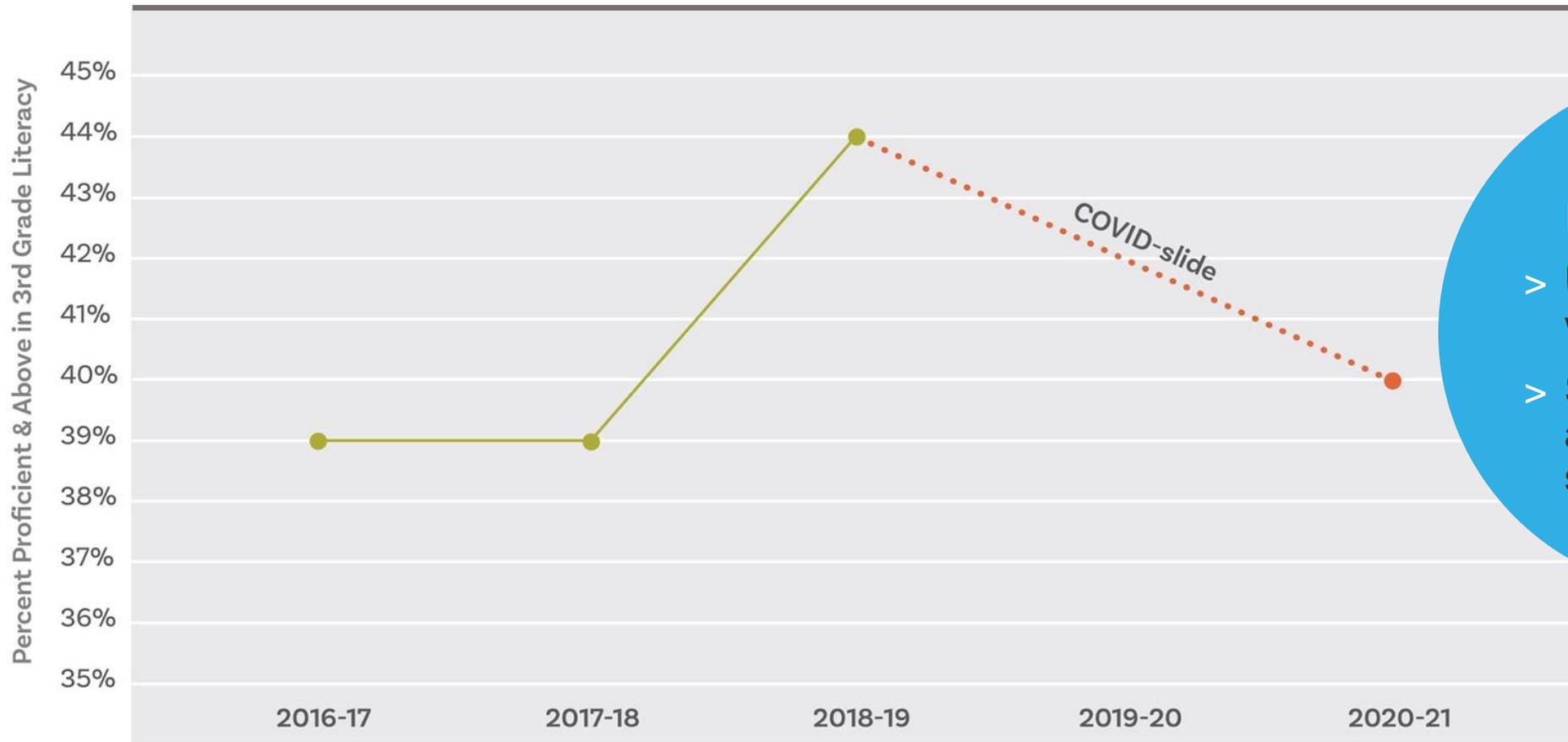
3rd Grade Reading Proficiency Disparities

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



Metro Region Experienced Interrupted Learning

3rd Grade Reading Proficiency

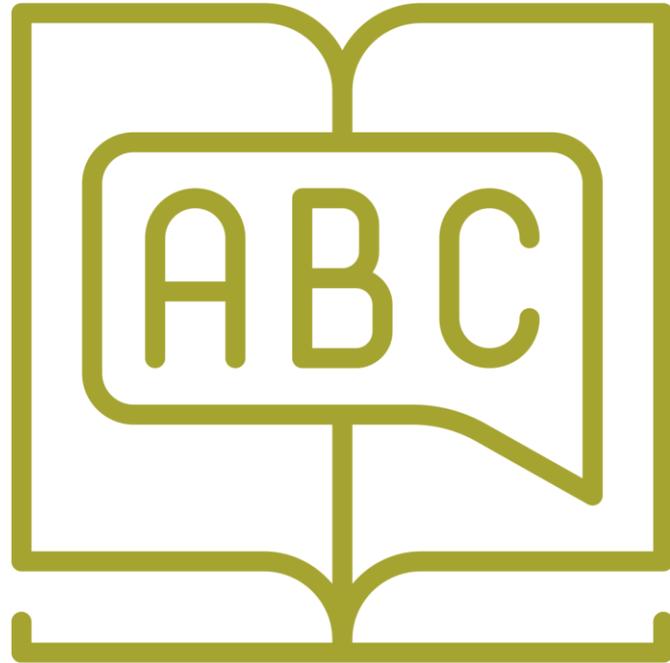


Percent Tested: 95%+ 95%+ 95%+ NA 65%

Key findings

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





Early Grade Literacy Proficiency Factors

Children's Mental Health
Early Childhood Education
Physical Health
Student Engagement
Teacher Preparation

Adult Literacy
Attendance
Birth Outcomes
Language Development
School & Classroom Climate
Social-emotional Competence
Summer Learning Loss



CHANGE ACTION
NETWORK
FOCUS AREAS

Highlights of Bright Spot Work

Vision To Learn

15,000+

number of metro Atlanta students receiving free glasses through Vision to Learn



Reach Out and Read

59,000+

children served at 59 Reach Out and Read sites in metro Atlanta



Cox

189,000+

members engaged in professional development and a community of practice



Highlights of Bright Spot Work

SEE-KS

ArtsNOW

18,000+

students reached through SEE-KS
in metro Atlanta



100%

of educators are more comfortable
implementing arts integrated lessons
with ArtsNOW support



Purpose of Consultancy

The Consultancy protocol has two main purposes:

1. To develop participants' capacity to see and describe the dilemmas that are the essential material of their work
1. To access the collective wisdom of the group to generate solutions

Welcome Leslie, Tommy, and Tim!



Dr. Leslie Hazle Bussey
CEO/Executive Director



Tommy Pearce
Executive Director



Tim Cairl
Senior Director, Educated Workforce



Choose your own adventure

Partner	Topic	Question
	Change Management	What change strategies could be most effective in supporting shifts in culture and structure needed to operationalize science of reading work in Cobb County Schools?
	Actionable Data	As we move beyond making data accessible to making it <i>actionable</i> , what information would be helpful for you to better align your programs with student needs?
	Dependent Care	What dependent care supports could employers provide to incentivize people to enter the workforce?

Guidance for Discussion Groups

- Honor members' vulnerability in sharing questions and challenges
- Engage! Even if you're not an expert in the topic, you bring valuable perspectives from your life and work
- Bring process and content learnings back to your organization - this is the value of collective impact

GLIS: Change Management

Context:

Cobb is a wildly diverse school system comprised of 112 schools (66 elementary) serving 107,000 students stretching from Acworth in the north to Powder Springs to the west, Mableton in the south and East Cobb/Marietta to the east. Students represent a wide range of ethnicities, races, and socio-economic backgrounds: 34.4% white, 30.2% black, 24.4% Hispanic, 5.8% Asian, 5.1% Other. This demographic diversity represents a substantial shift in the last ten years. The county has long enjoyed a reputation as a high performing school district as measured by test scores, graduation rates, (2021 rate of 87.2%) and nationally recognized high schools such as Walton and Pope which consistently appear on the US News & World Report list of best high schools. The district has a long tradition of respecting the local autonomy of each school site. At the same time, there is a deeply embedded framework of uniform and consistent practices aligned with Balanced Literacy - from curriculum to testing to report cards. In this context, curriculum leaders at central office are re-examining literacy practices – spurred by challenges teachers in many schools are facing post-2020 - and initiating a shift from Balanced Literacy to Science of Reading.

Question:

What change strategies could be most effective in supporting shifts in culture and structure needed to operationalize science of reading work in Cobb County Schools given this context?

Neighborhood Nexus: Actionable Data

Context:

Neighborhood Nexus helps social impact leaders like you make data-informed decisions, including programming, funding, policy, and planning. We do that by (1) maintaining an open-access data infrastructure to democratize regional information; (2) providing training and capacity-building resources to nonprofit professionals; and (3) custom consulting.

As your literacy work becomes increasingly data-informed, we know we have to contextualize student performance data with what goes on outside the classroom. That could be regional/community data, assets, qualitative lived experience, insights from regional leaders, etc.

Question:

As we move beyond making data accessible to making it *actionable*, what information would be helpful for you to better align your programs with student needs?

Metro ATL Chamber: Dependent Care

Context:

In Georgia, ~50% of able adults are not in the workforce. This has significant negative economic implications for families and our state. One of the major barriers to entering the workforce is a lack of support for those taking care of dependents, including elderly parents and children. The Metro Atlanta Chamber is addressing dependent care through state funding advocacy and employer education, and we know much work still remains to be done.

Question:

What dependent care supports could employers provide to incentivize people to enter the workforce? And, what statewide policy changes would support people entering the labor market? Are there other business engagement and investment opportunities that employers could see as a win-win either for their own industry or in promoting an overall thriving region?

Agenda

- Introductions & Overview (5 min)
- Probing Questions (5 min)
- Group Discussions (15 min)
- Presenter Reflections (3 min)
- Group Reflections (2 min)

Introductions & Overview (5 min)

- Everyone says hello :)
- The presenter gives an overview of the dilemma with which she/he is struggling, and frames a question for the consultancy group to consider.

Probing Questions (5 min)

- The group asks probing questions of the presenter such as more specifics about the history or scale of the challenge.
- The goal here is for the group to learn more about the dilemma and to do some analysis of the dilemma presented.
- There is no discussion by the group yet.
- At the end of the 5 minutes, the facilitator asks the presenter to re-state her/his question for the group.

Group Discussion (15 min)

- The group talks with each other about the dilemma presented.
- In this step, the group works to define the issues more thoroughly and objectively.
- The presenter doesn't speak during this discussion, but listens in and takes notes.
- The group talks about the presenter in the third person.

Presenter Reflections (3 min)

- The presenter shares 2-3 takeaways that particularly resonated with them during group discussion (or any other part of the Consultancy), and shares what they are thinking about moving forward.

Group Reflections (2 min)

- The facilitator leads a brief conversation about the group's observation of the consultancy process.

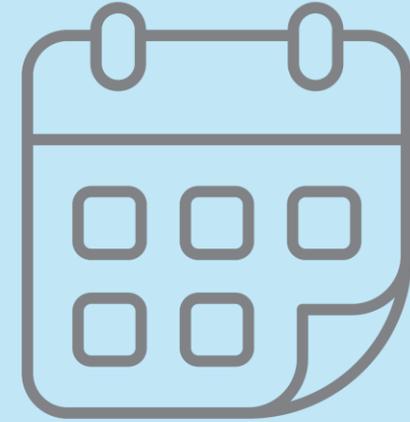
Share out

Share one theme or idea from your group's discussion

- **GLISI: Change Management**
 - Leslie & Ken
- **Neighborhood Nexus: Actionable Data**
 - Tommy & Yolanda
- **Metro Atlanta Chamber: Dependent Care**
 - Tim & Damian

Network Next Steps

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



Mark calendars for next meeting:

Tuesday, August 2 @ 1pm