State of Education 2022

Event Highlights

- Incorporated student voice
- 175 in person, approx 600+ views on Facebook
- Lifted up Science of Reading and FAFSA work
2022 Themes in metro Atlanta education

1. Interrupted Learning from the Pandemic is Substantial
2. School Districts Need Our Support
3. Amplification of Bright Spots is Essential
4. Cradle to Career View is Necessary
The State of Education in metro Atlanta 2022

- Kindergarten Readiness: 40%
- 3rd Grade Reading: 39%
- 8th Grade Math Proficiency: 37%
- High School Graduation Rate: 84%
- Postsecondary Enrollment: 72%
- Postsecondary Completion: 29%

Sources can be found at https://docs.google.com/document/d/1iuTJcN9UK2gkD2HhsSpAA8LFd5bq1o6S/edit#heading=h.gjdxs
Agenda

● L4L’s Theory of Action
● Math Network Update
● Discussion: Structured Literacy and Nonprofits/Volunteers
Metro Atlanta is diverse and growing

Five Core Counties & School Districts

Students of Color

79% in 2021

Low-income

55% in 2021

English Learners

16% in 2021

Total Enrollment in 2021

587,035

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
Cradle to career outcomes guide our work

Early Literacy
- Kindergarten Readiness
- 3rd Grade Reading Proficiency

8th Grade Math
- 8th Grade Math Proficiency

Postsecondary Success
- High School Graduation
- Postsecondary Enrollment
- Postsecondary Completion
8th Grade Math Network
8th Grade math experienced steepest decline

8th Grade Math Proficiency in Metro Atlanta

About half of Georgia teachers plan to teach for five more years

Likelihood of Educators Remaining in Education for Five Years

- 55.6% Very Likely / Likely
- 31.1% Not Likely / Very Unlikely
- 13.3% Neutral

Source: https://www.pagelegislative.org/_files/ugd/bd220f_576fe65bf49e4e13abf4a623117f6cff.pdf
Burnout is the main reason teachers leave

Issues Ranked 1\textsuperscript{st} or 2\textsuperscript{nd} as Reasons to Leave by Educators with 20 or Fewer Years

<table>
<thead>
<tr>
<th>Issue</th>
<th>Teacher Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burnout / overwhelmed</td>
<td>61.1</td>
</tr>
<tr>
<td>Salary</td>
<td>33.2</td>
</tr>
<tr>
<td>Student behavior</td>
<td>33.0</td>
</tr>
<tr>
<td>School leadership</td>
<td>27.1</td>
</tr>
<tr>
<td>Retirement</td>
<td>10.1</td>
</tr>
</tbody>
</table>

Source: https://www.pagelegislative.org/_files/udg/bd220f_576fe65bf49e4e13abf4a623117f6c6ff.pdf
Key Findings

- Supporting students' academic learning was a top-ranked source of job-related stress for teachers.
- Well-being was especially poor among Hispanic/Latinx teachers, mid-career teachers, female teachers, and principals.

Teacher stress is 2x other fields

<table>
<thead>
<tr>
<th></th>
<th>Teachers</th>
<th>Principals</th>
<th>Working Adults</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequent Job-related Stress</td>
<td>73%</td>
<td>85%</td>
<td>35%</td>
</tr>
<tr>
<td>Burnout</td>
<td>59%</td>
<td>48%</td>
<td>44%</td>
</tr>
</tbody>
</table>

Theory of change for teacher retention

School leader wellness

Teacher wellness

Teacher retention
Early Grade Literacy
3rd Grade reading declined over the pandemic

3rd Grade Reading Proficiency in Metro Atlanta

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>SY 2017</td>
<td>39%</td>
</tr>
<tr>
<td>SY 2018</td>
<td>39%</td>
</tr>
<tr>
<td>SY 2019</td>
<td>44%</td>
</tr>
<tr>
<td>SY 2020</td>
<td>NOT TESTED</td>
</tr>
<tr>
<td>SY 2021</td>
<td>40%</td>
</tr>
<tr>
<td>SY 2022</td>
<td>39%</td>
</tr>
</tbody>
</table>

National MAP reading data shows subgroup disparities

Lowest readers were most impacted (NAEP)

Source: NAEP Data 2022, https://www.nationsreportcard.gov/highlights/ltt/2022/
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
Bright Spot: Cox Campus

$15M of coursework made free for teachers through the Cox Campus

99,000 courses completed in Cox Campus in 2021
Overview of Structured Literacy

Learn4Life Literacy CAN
December 13, 2022
Dianne Simpson, MSW  
*Birth-Age 5 Content Specialist*

Laura Bollman, M.Ed.  
*Director of Strategy and Operations*

Anisha Donald, Ed.S.  
*K-3 Content Specialist*
The Challenge We Face

39% of metro Atlanta 3rd graders are proficient in reading

5% of teachers report they were taught how to teach reading (EdWeek)

75% of teachers reported using typical literacy practices and the 3-cueing method (EdWeek)

Most widely used curriculum is in opposition to structured literacy
Recommendations from the US Congressional National Reading Panel, 1999

Literacy Instruction must include the following five components:

- Phonological Awareness
- Vocabulary
- Comprehension
- Phonics
- Fluency

Instruction should be both

- Diagnostic
- Explicit
- Systematic
- Cumulative

Structured Literacy
Scarborough's Reading Rope

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

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

**Skilled Reading**
Fluent execution and coordination of word recognition and text comprehension.

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Today’s discussion

● Long-term goals:
  ○ Build nonprofit/volunteer learning cohorts within the Cox Campus
  ○ Develop learning tracks and a landing page for nonprofits/volunteers on Cox Campus website

● Today’s goals:
  ○ Nonprofits/volunteers: share insight on courses and learning tracks
  ○ Everyone else: help develop the value proposition for nonprofits/volunteers learning about structured literacy
### Nonprofit discussion: build this decision matrix

[← Setting: from less formal to more formal →]

<table>
<thead>
<tr>
<th>How you engage →</th>
<th>Work with infants / toddlers</th>
<th>Work with kids preschool/Pre-K</th>
<th>Work with kids K-3rd grade</th>
<th>Talk, play, sing</th>
<th>Read alouds</th>
<th>Support homework</th>
<th>Support learning to read</th>
<th>Other?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build My Brain</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Power of Language - Infant/Toddler</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
<td></td>
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<tr>
<td>Talk With Me - Infant/Toddler</td>
<td>x</td>
<td></td>
<td></td>
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<td>x</td>
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<tr>
<td>Power of Language - Preschool/PK</td>
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<td>x</td>
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<tr>
<td>Meaningful Conversations - Preschool/PK</td>
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<tr>
<td>Meaningful Read Alouds K3</td>
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<td>x</td>
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<td>x</td>
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<tr>
<td>Early Literacy K-3</td>
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<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>Explicit Phonics K-3</td>
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<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>Reading Fluency K-3</td>
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<td></td>
<td>x</td>
<td></td>
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<tr>
<td>Writing in K-3</td>
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<td></td>
<td></td>
<td>x</td>
<td>x</td>
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<tr>
<td>Other Skills?</td>
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[← Age of children: older to younger →]

[← more technical to more foundational →]

[Content: more technical to more foundational →]
Nonprofit discussion: build this decision matrix

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Educator/funder/business discussion questions

Why should nonprofits/volunteers learn about structured literacy? Which key messages are most compelling? [Planning for a Nonprofit Cox Campus landing page.]

<table>
<thead>
<tr>
<th>Key message</th>
<th>Considerations to make this message compelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student academic scores</td>
<td></td>
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<tr>
<td>Other student measures</td>
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<tr>
<td>Self-reported adult data</td>
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<td>Testimonials</td>
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<td>CEUs</td>
<td></td>
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<tr>
<td>Build relationships with volunteer base in learning cohorts</td>
<td></td>
</tr>
<tr>
<td>Use for funding pitch, highlighting trained staff</td>
<td></td>
</tr>
<tr>
<td>Other?</td>
<td></td>
</tr>
</tbody>
</table>
Early Years Cox Campus Courses (Infant - PK)

Build My Brain (1.5 hours)
- Describe how brain development unfolds and how early experiences affect this process
- Explain how interactions between adults and children form and strengthen neural connections
- Understand how toxic stress responses can negatively impact a child’s ability to learn

Power of Language - Infant/Toddler (2 hours)
- Explain the importance of and demonstrate how to build meaningful relationships with infants & toddlers
- Identify the 5 elements of responsive interactions and explain how to apply them when engaging with children
- Identify ways to support a child’s first language and engage families of dual language learners

Talk With Me (3 hours)
- Describe how to build children’s language with TALK: Tuning In, Asking Questions, Lifting Language, and Keeping it Going
- Understand how to use the TALK Strategy to have meaningful conversations with infants and toddlers
- Modify the TALK strategy for Dual Language Learner

Power of Language - Preschool/Pre-K (2.5 hours)
- Explain the importance of oral language for children’s cognitive development.
- Demonstrate the ability to select, incorporate, and teach complex vocabulary throughout the day.
- Develop a “No Shhh Zone”

Meaningful Conversations (1.5 hours)
- Apply complex vocabulary in conversations in a meaningful way.
- Build connections with children and invite them into conversations.
- Modify the TALK strategy to each child’s unique needs.
Elementary Years Cox Campus Courses

**Meaningful Read Alouds (2 hours)**
It’s not just what you read, but how you read with students that counts! Learn how you can make your read alouds even more effective learning opportunities.

**Early Literacy (2.5 hours)**
We know from decades of research how students learn to read, how to assess to identify those at risk, and what and how to teach so that the majority of our students can be successful. The approaches used to teach children in many of our schools apply methods that do not teach our most vulnerable students the skills they need to be successful. This course will lead you into a world of knowledge and instructional practice that will make it possible for you to be the difference in your students’ lives.

**Explicit and Systematic Phonics (2 hours)**
In this course teachers build their knowledge of effective phonics instruction aligned with the science of reading. This course provides teachers practical tools and develop their commitment to act in their classrooms to ensure all students have the support they need to become proficient readers.

**Reading Fluency (2.5 hours)**
The purpose of this course is for teachers and leaders to build knowledge and capacity around reading fluency including assessment, instruction, and progress monitoring. The course further equips participants with the necessary strategy and skills to visualize what effective reading fluency instruction looks like and how to practically provide effective reading fluency instruction.

**Teaching Writing (1.5 hours)**
This course provides a research-based framework for teachers to ensure that their students become competent writers in early elementary school. Teachers learn the processes and skills their students need to write fluently. Teachers also learn methods for effective writing instruction.
Network Next Steps

- Invite nonprofits / volunteers orgs to join this structured literacy discussion

Mark calendars for next meeting:
Tuesday, Feb 7: 1pm