



Early Literacy Change Action Network December 13, 2022

State of Education 2022

State of Education in Metro
Atlanta Region

December 2022




WABE

News Radio/Podcasts TV Community Support U



LIVE WABE 90.1:
Radiolab

3:00PM:
Freakonomics Radio

 Schedule

EDUCATION | K-12

Pandemic erased Atlanta students' progress: report

Martha Dalton, Dec 2, 2022, WABE News

Event Highlights

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

Learn4Life 

2022 Themes in metro Atlanta education

1

Interrupted Learning from the Pandemic is Substantial

2

School Districts Need Our Support

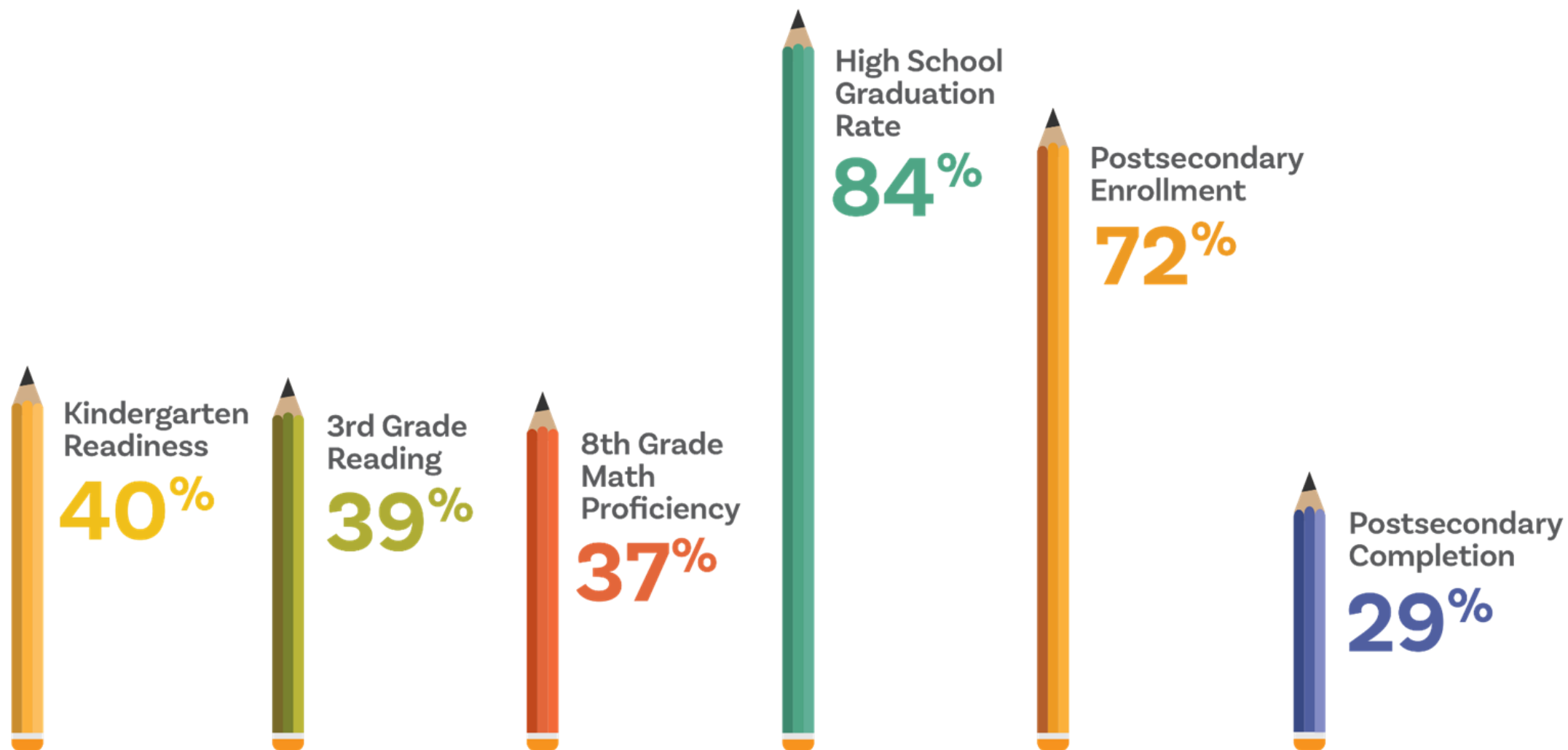
3

Amplification of Bright Spots is Essential

4

Cradle to Career View is Necessary

The State of Education in metro Atlanta 2022



Agenda

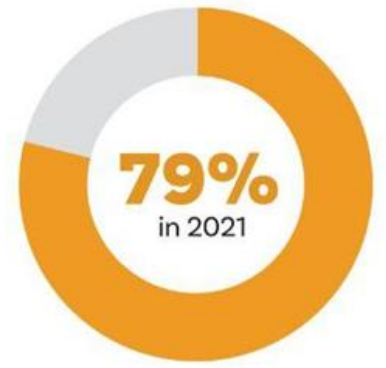
- L4L's Theory of Action
- Math Network Update
- Discussion: Structured Literacy and Nonprofits/Volunteers

Metro Atlanta is diverse and growing

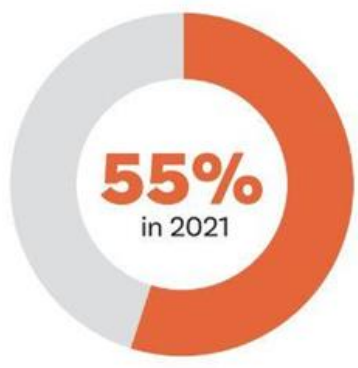
Five Core Counties & School Districts



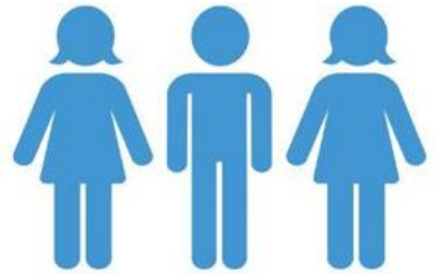
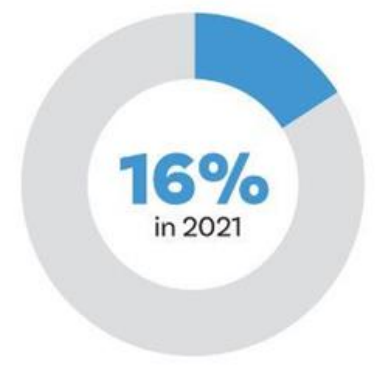
Students of Color



Low-income

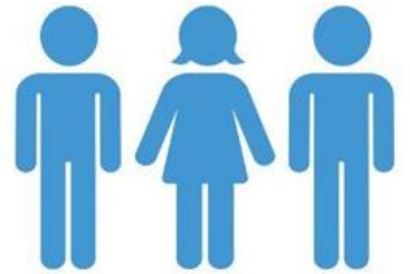


English Learners



Total Enrollment in 2021

587,035



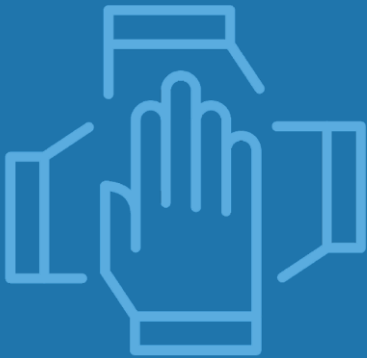
Source: The Governor's Office of Student Achievement (GOSA), 2010-2011 & 2017-2018, Enrollment by Subgroup Programs; Georgia Department of Education, FTE Enrollment by Grade Level(PK-12). Aggregated full-time equivalency (FTE) enrollment counts for school systems.

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



High School
Graduation

Postsecondary Success



Postsecondary
Enrollment



Postsecondary
Completion

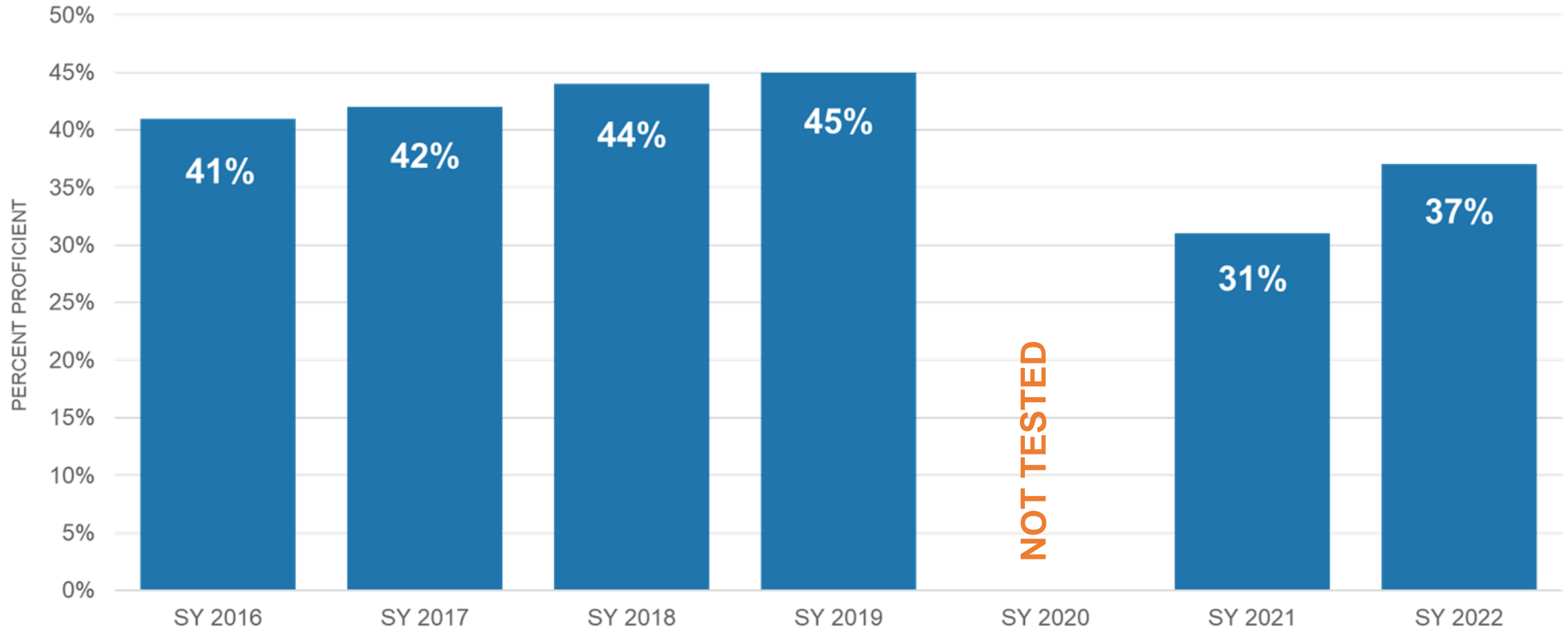


8th Grade Math Network



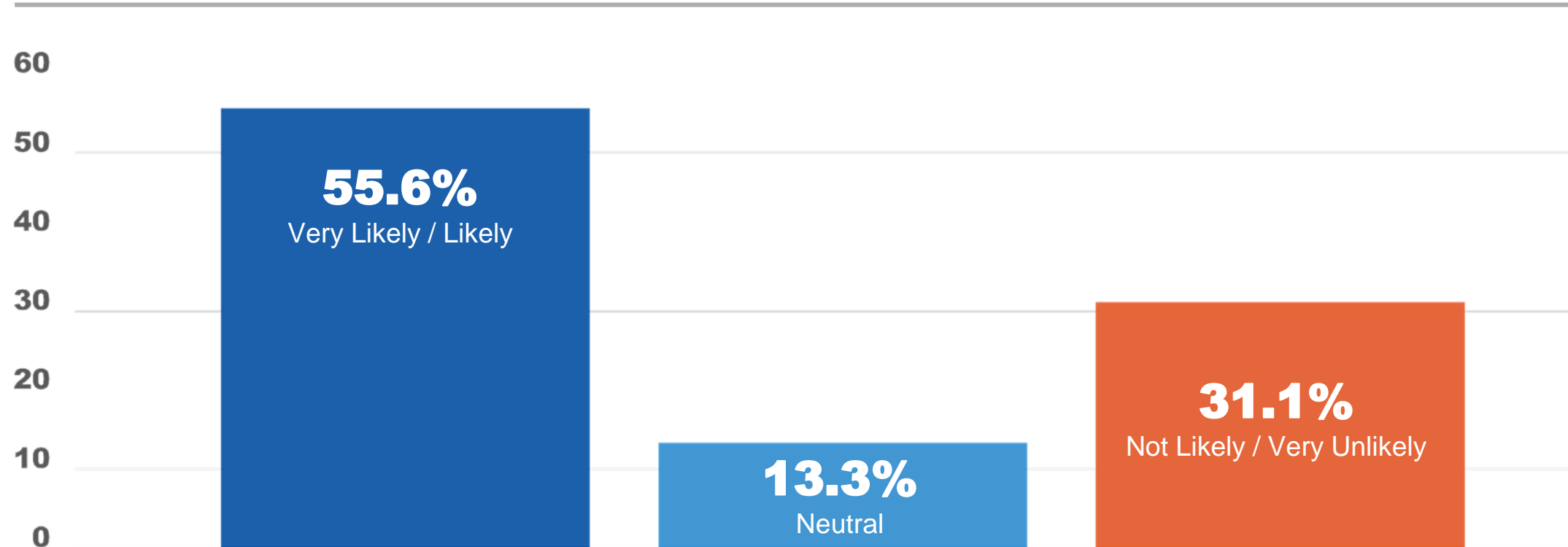
8th Grade math experienced steepest decline

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

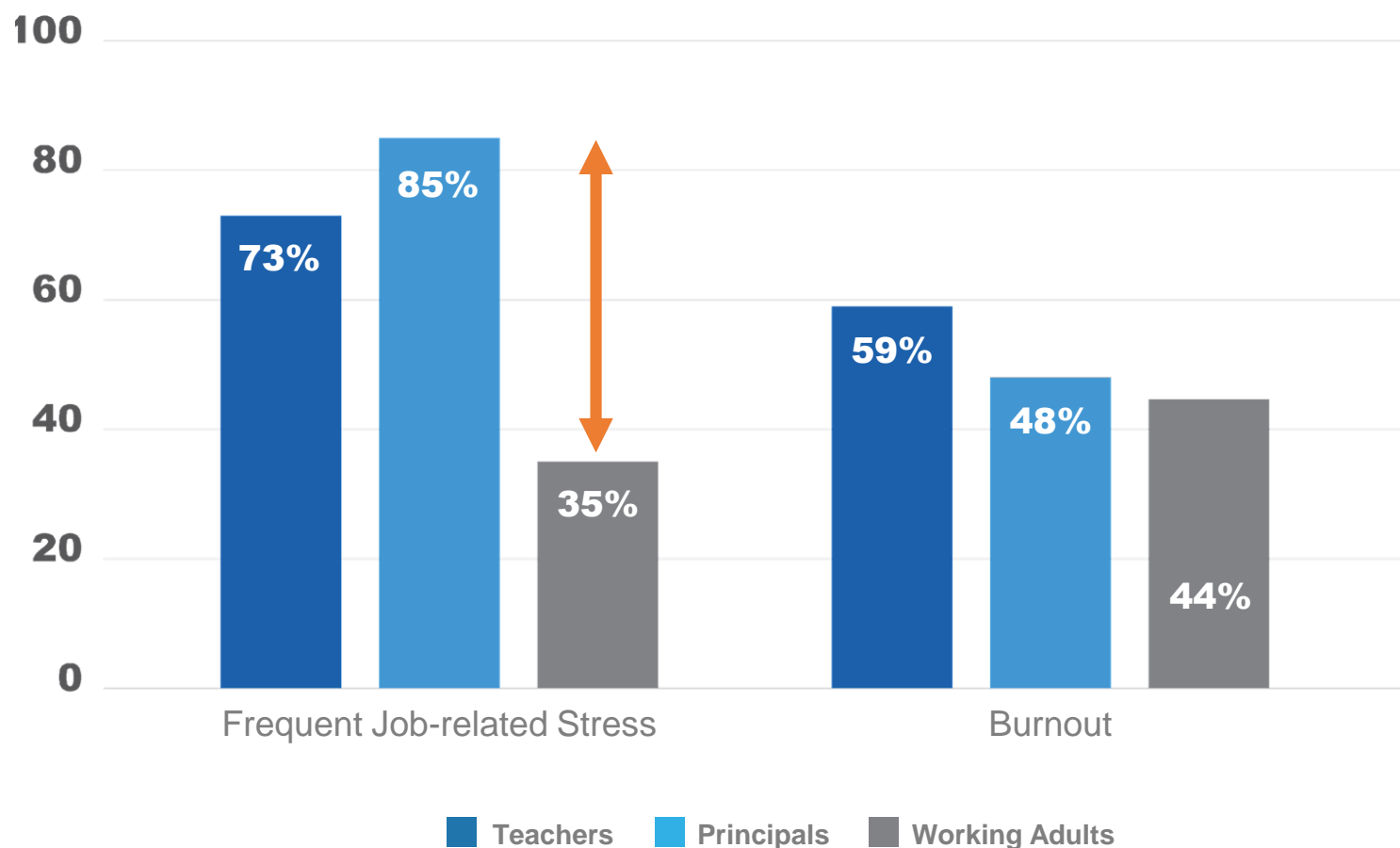


Burnout is the main reason teachers leave

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

Issue	Teacher Rank
Burnout / overwhelmed	61.1
Salary	33.2
Student behavior	33.0
School leadership	27.1
Retirement	10.1

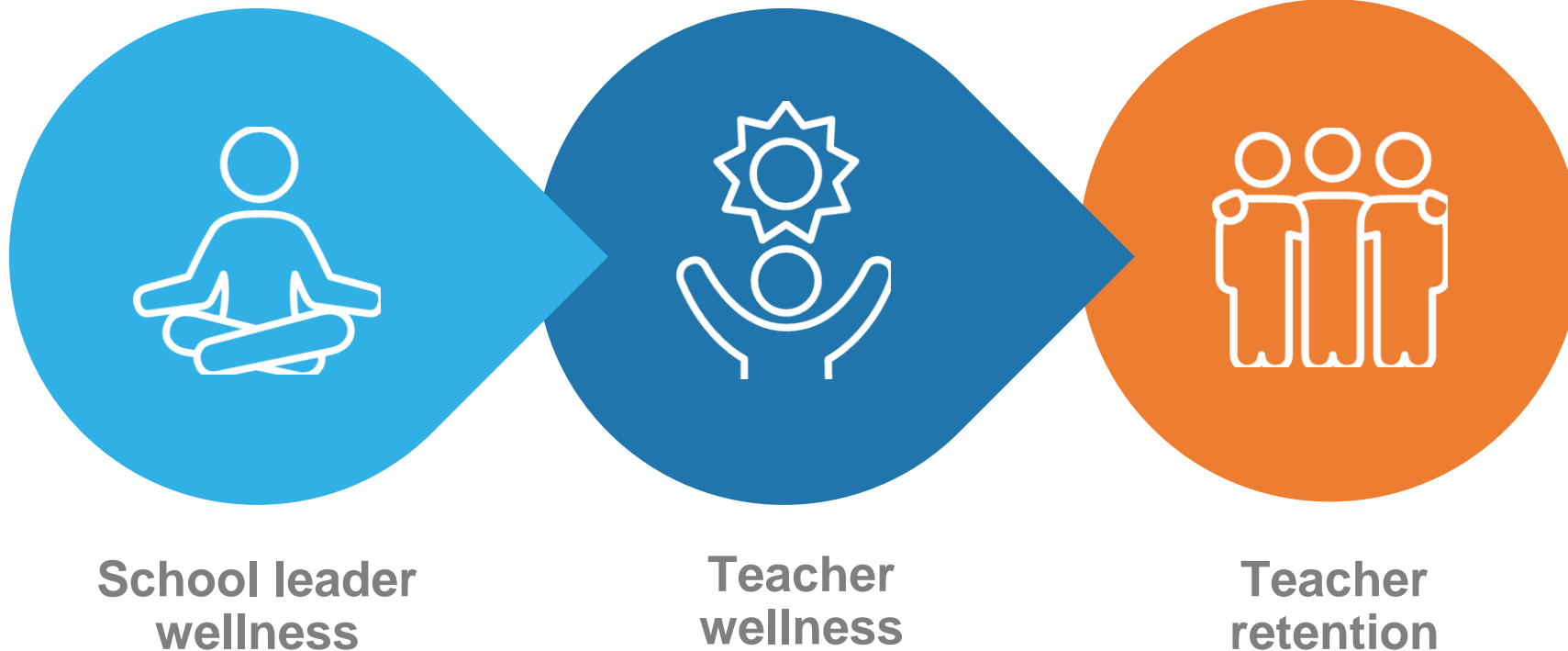
Teacher stress is 2x other fields



Key Findings

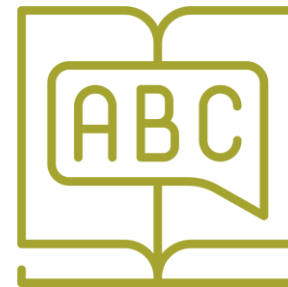
- Supporting students' academic learning was a top-ranked source of job-related stress for teachers
- Well-being was especially poor among Hispanic/Latinx teachers, mid-career teachers, female teachers, and principals.

Theory of change for teacher retention

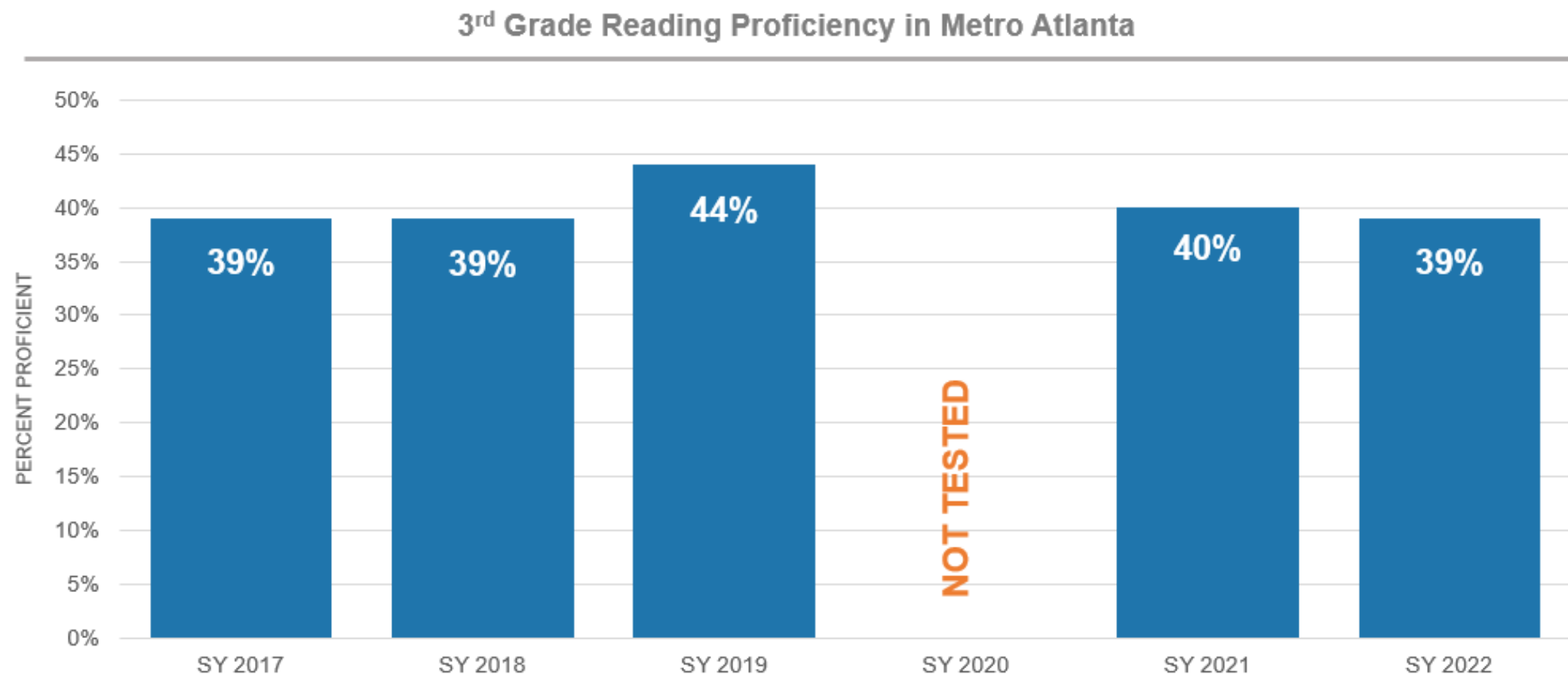




Early Grade Literacy

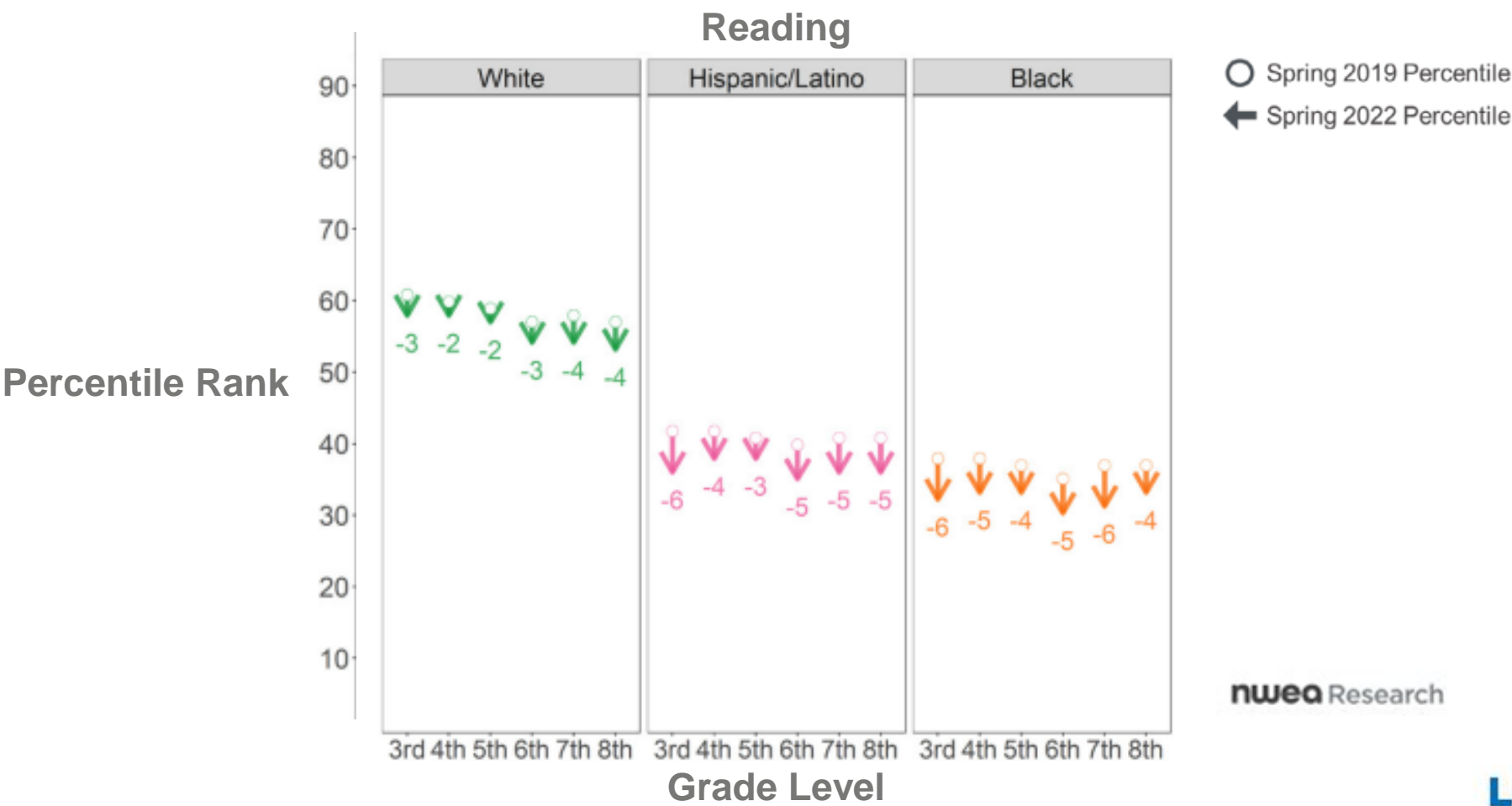


3rd Grade reading declined over the pandemic

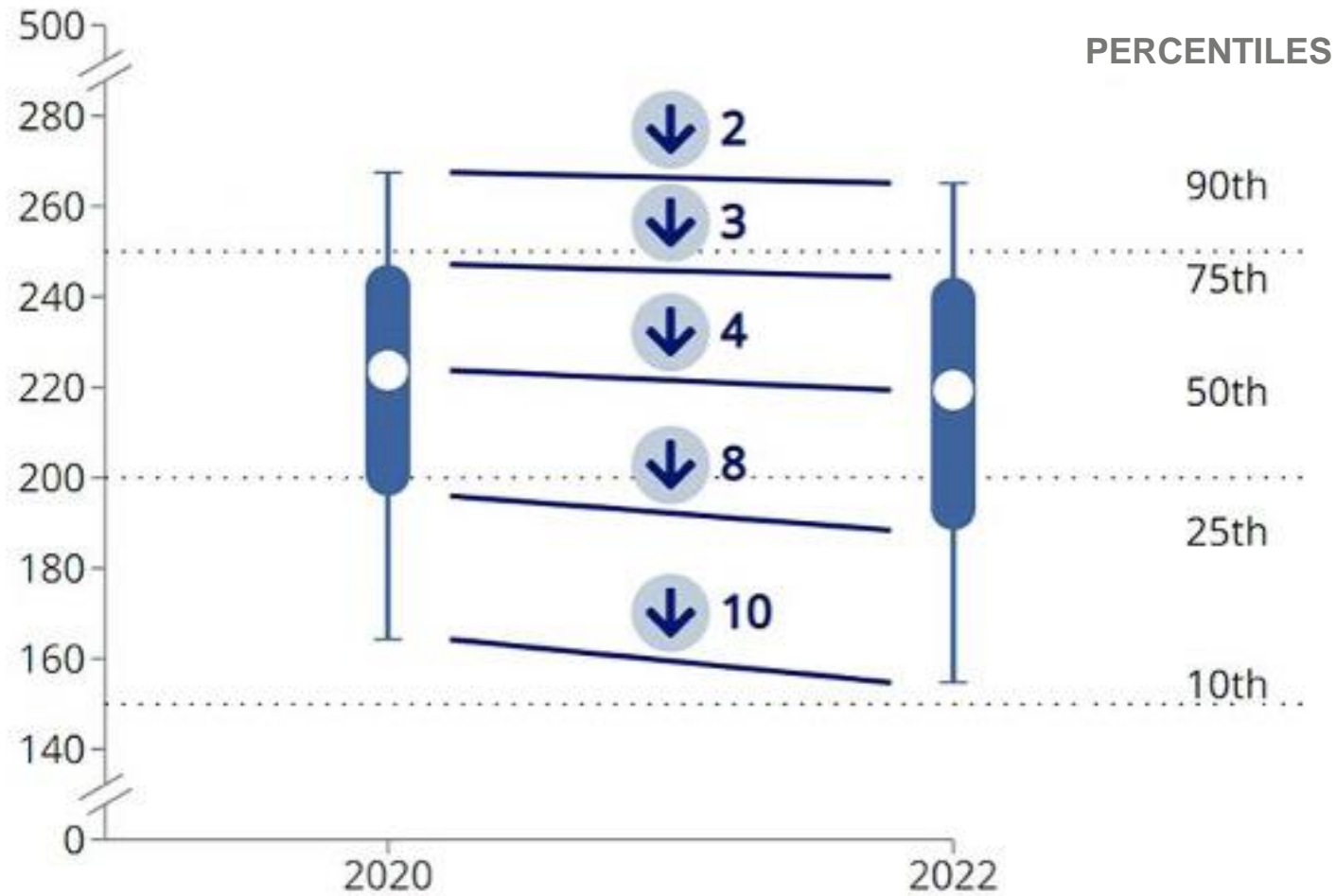


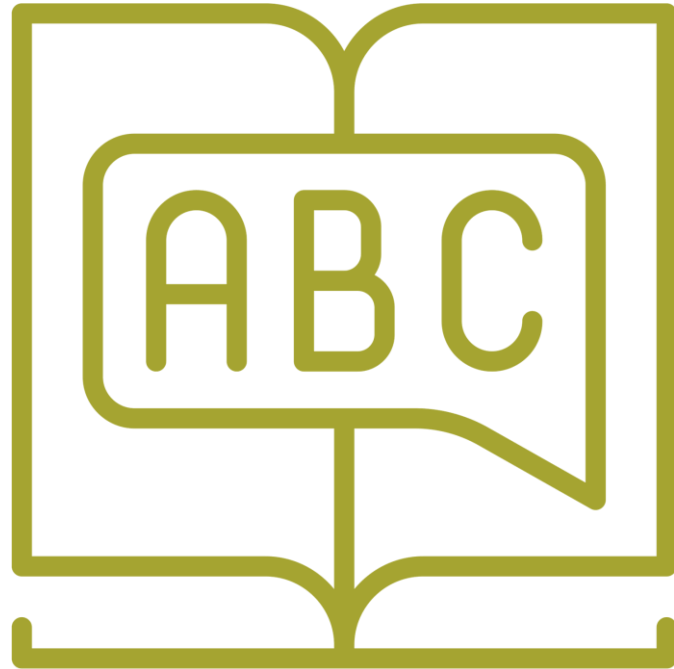
Source: GADOE, Milestones 2022, <http://bitly.ws/tawj>

National MAP reading data shows subgroup disparities



Lowest readers were most impacted (NAEP)





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

Language Comprehension

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

Decoding

Word Recognition

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

Increasingly
Strategic

Increasingly
Automatic

Reading
Comprehension

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.

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 →

Content: ↑ more technical to more foundational ↓

Age of children: ↑ older to younger ↓

How you engage →	Work with infants / toddlers	Work with kids preschool/Pre-K	Work with kids K-3rd grade	Talk, play, sing	Read alouds	Support homework	Support learning to read	Other?
Build My Brain	x	x		x	x			
Power of Language - Infant/Toddler	x			x	x			
Talk With Me - Infant/Toddler	x			x	x			
Power of Language - Preschool/PK		x		x	x			
Meaningful Conversations - Preschool/PK		x		x	x			
Meaningful Read Alouds K3			x		x		x	
Early Literacy K-3			x		x	x	x	
Explicit Phonics K-3			x		x	x	x	
Reading Fluency K-3			x		x		x	
Writing in K-3			x			x	x	
Other Skills?								

Nonprofit discussion: build this decision matrix

← Setting: from less formal to more formal →

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Power of Language - Preschool/PK		x		x	x			
Meaningful Conversations - Preschool/PK		x		x	x			
Meaningful Read Alouds K3			x		x		x	
Early Literacy K-3			x		x	x	x	
Explicit Phonics K-3			x		x	x	x	
Reading Fluency K-3			x		x		x	
Writing in K-3			x			x	x	
Other Skills?								

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.]*

Key message	Considerations to make this message compelling
Student academic scores	
Other student measures	
Self-reported adult data	
Testimonials	
CEUs	
Build relationships with volunteer base in learning cohorts	
Use for funding pitch, highlighting trained staff	
Other?	

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