



Early Literacy Change Action Network October 25, 2022

Say hello in the chat box...

- Share your name, organization, and role

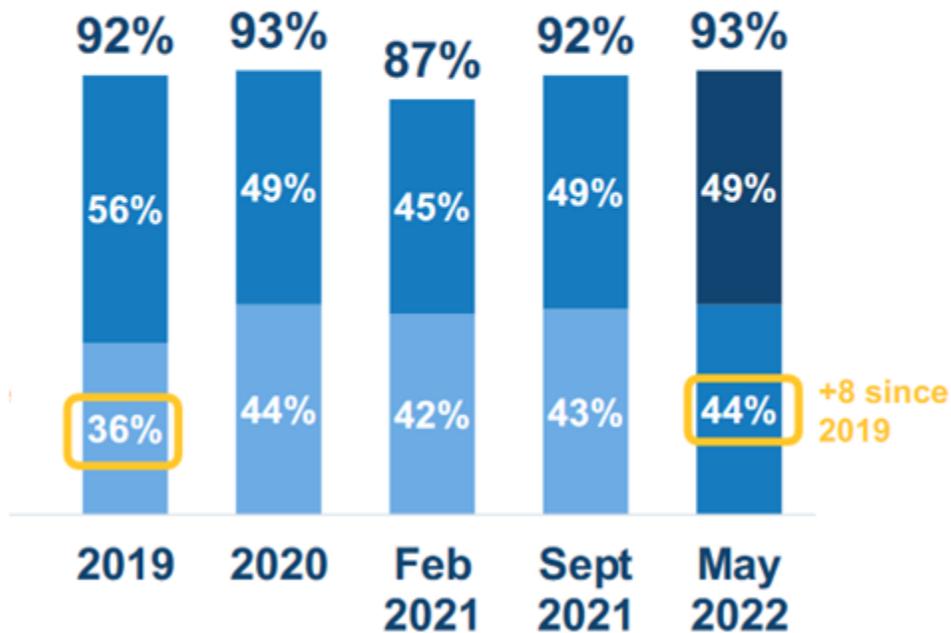
Misalignment exists. Why?

Percent of Parents who Believe Child is At/Above Grade Level in Reading

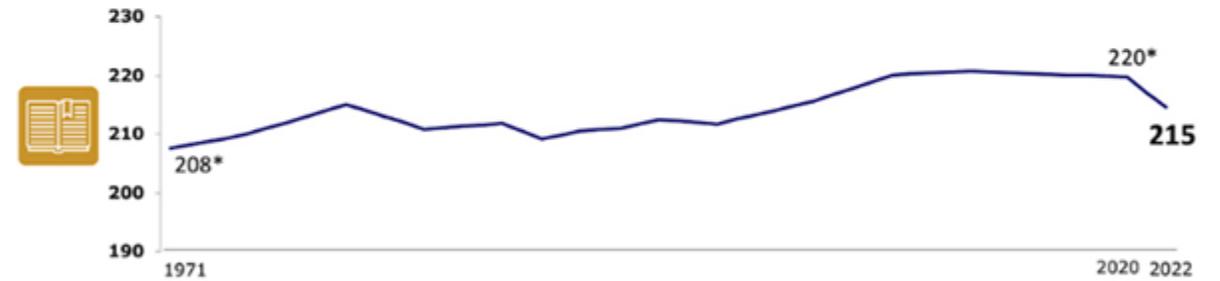


32% of Georgia Students are proficient in 4th grade reading

READING



9-Year Old Reading Progress



*Significantly different ($p < .05$) from 2022.

Getting to know our network members:



DR. NIK PHILMON

**Lead Science of Reading
Facilitator**



Why I engage in L4L's CANs...

LJFA paved the way for Marietta City to begin thoughtfully overhauling our systems, practices, and resources to align with the science of reading.

L4L provides invaluable thought partners to ensure that district decisions on what to deepen, initiate, or discontinue are evidence-based, culturally responsive, and vetted through multiple lenses.

Connect with me about...

- Shifting from balanced literacy to structured literacy
- Multi-layered systems of support for teachers
- Differentiated PD towards a common goal

Welcome to the L4L network

Daniel Glenn



Graduate Fellow, State Charter
Schools Foundation



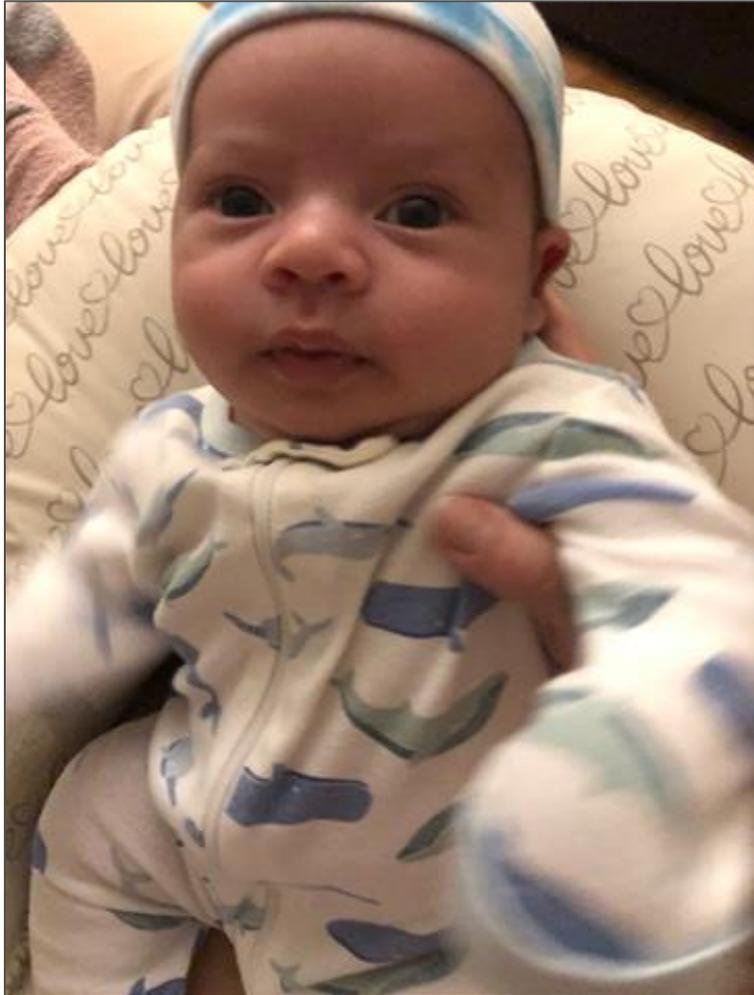
Jessica Olowoyo



Head of School, Centennial Academy
Charter School



Welcome Lucas Mateo Ramsey



Born: September 12th

Weight: 9lbs 14.5oz

Length: 21.5in

Fun Fact: Last water birth ever at Atlanta Medical Center's Intown Midwifery

Favorite Past Time: Getting milk drunk!

State of Education in Metro Atlanta Annual Report



December 1, 2022



We're hiring!

Learn4Life

Metro Atlanta Regional Education Partnership

Learn4Life

Agenda

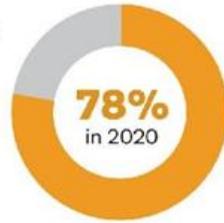
- L4L's Theory of Action
- Postsecondary Network Update
- ArtsNOW Cohort Update
- SoR Discussion

Our Region is Diverse and Growing

Five Core Counties & School Districts



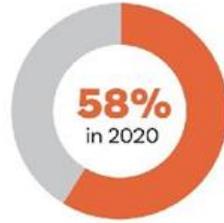
Students of Color



Change in Eight Years,
2012-2020

53,000+

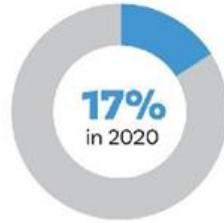
Low-Income



Change in Eight Years,
2012-2020

18,000+

English Learners



Change in Eight Years,
2012-2020

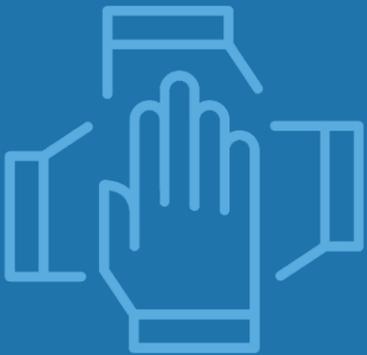
54,000+

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



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



Postsecondary Network Update

Postsec Network has been focused on **Postsec Enrollment**



Kindergarten Readiness



3rd Grade Reading Proficiency



8th Grade Math Proficiency



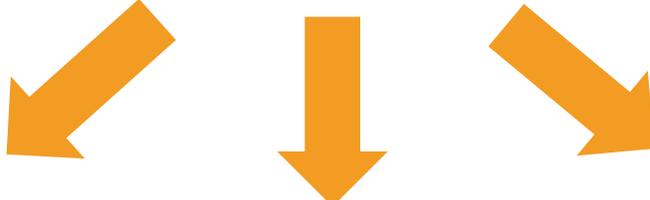
High School Graduation



Post-Secondary Enrollment



Post-Secondary Completion



Academic Preparation

Financial Support

College-Going Culture

Leading Indicators addressed by Bright Spots →

ACT/SAT Success

FAFSA Completion

Rigorous Coursework

College Bound FAFSA initiative

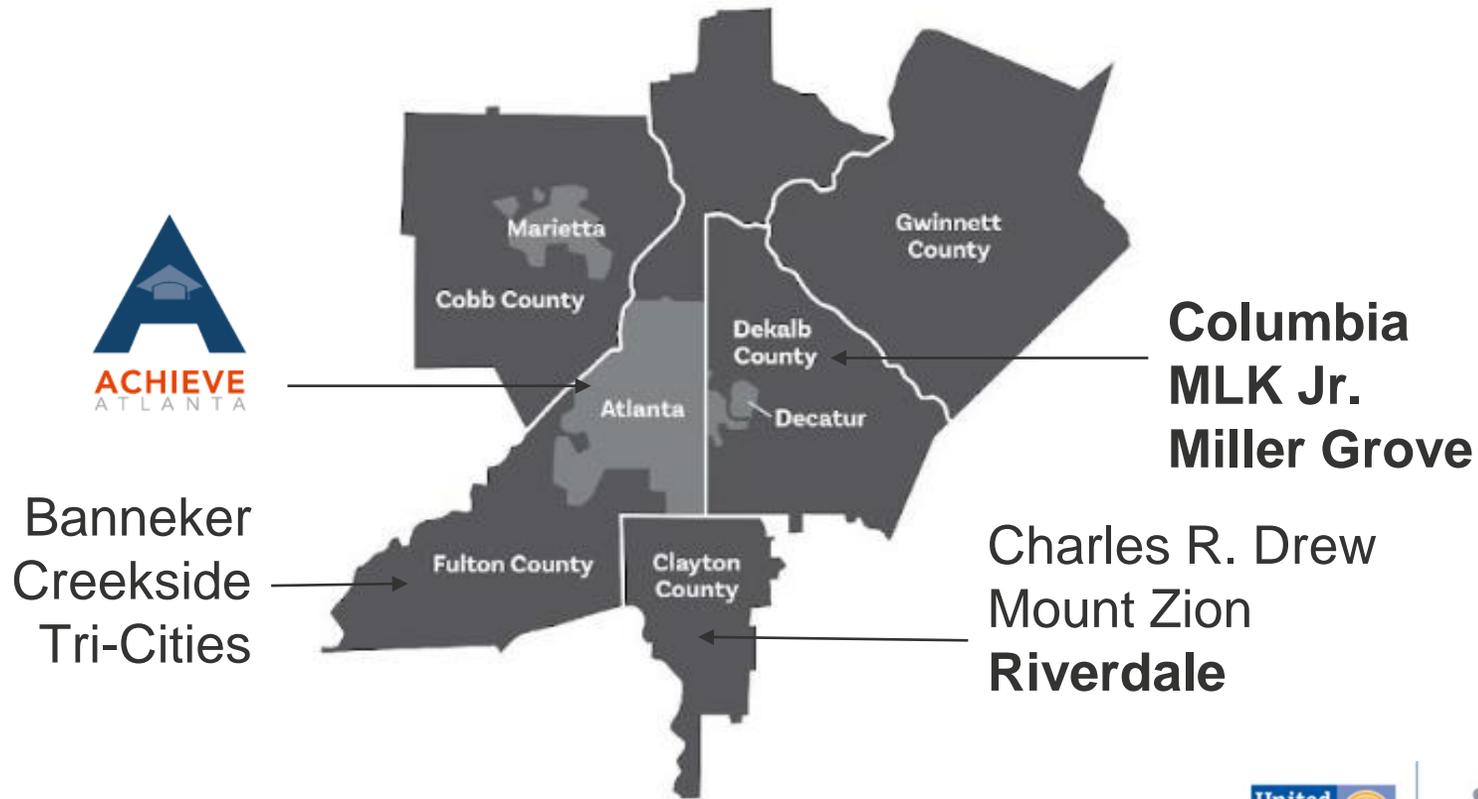
Goal: To increase postsecondary success by improving FAFSA completion in Title I schools across metro Atlanta

Strategy: Add capacity to counseling teams at partner schools by:

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



College Bound FAFSA Initiative: school year 22-23

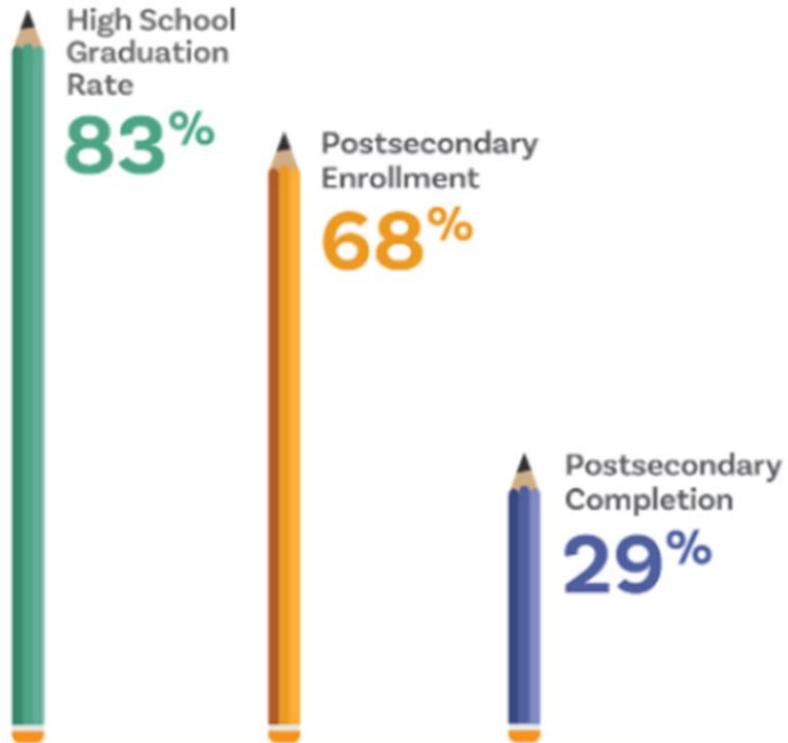


Highlights

- 9 schools, 3 districts
- Strategic partner engagement
- Reinforced 1:1 support
- 2-Day FAFSA completion events
- Events for specialized groups

Postsec completion is tragically low Bright Spots needed to increase grad rates

Metro Atlanta Indicators, 2021



L4L is launching study to understand completion

- **Partnering with UGA Researcher**– Will lead structured, qualitative analysis of student completion
- **Investigating metro Atlanta experience** – Interviews of students who have worked with our bright spots and other key partners
- **Practical application to network** – This insight, combined with our network’s experience, will guide bright spot identification in postsec completion



Source: Internal analysis of root causes of OneGoal Fellows who do not complete degrees.

 **OneGoal.**

Learn4Life 

CAN is engaging Higher Ed leaders

Dr. Lori Lowder



Interim Associate Vice
Provost for Student
Success



Hannah Stocks



Executive Director for
Academic Advising and
Student Retention



Dr. Tim Renick



Senior Vice President for
Student Success



Dr. Carolyn Duven

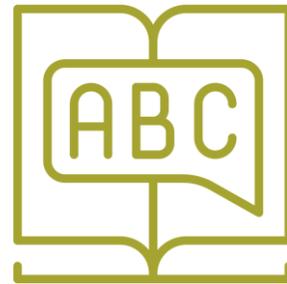


Executive Director, Student
Support Services

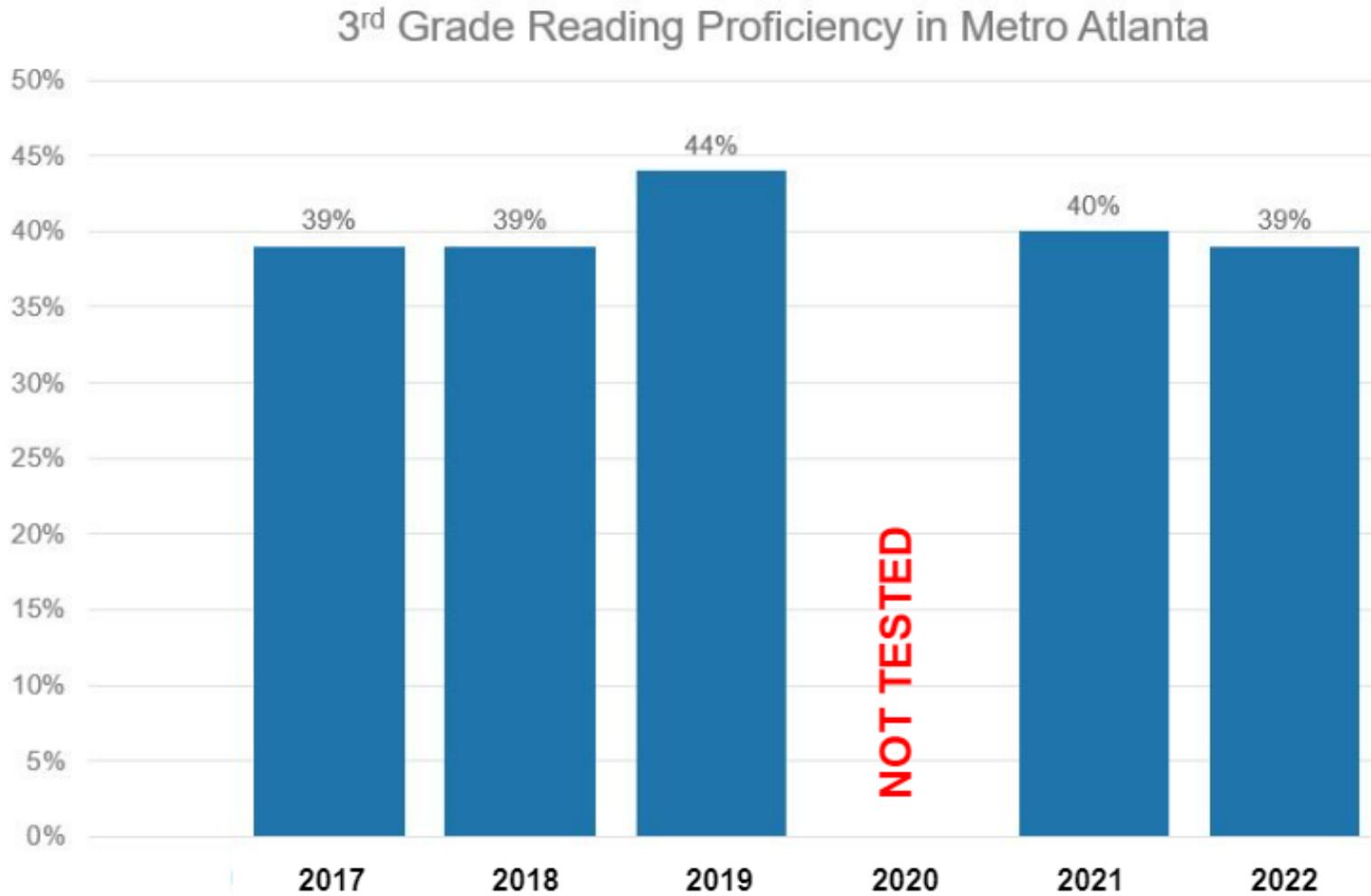




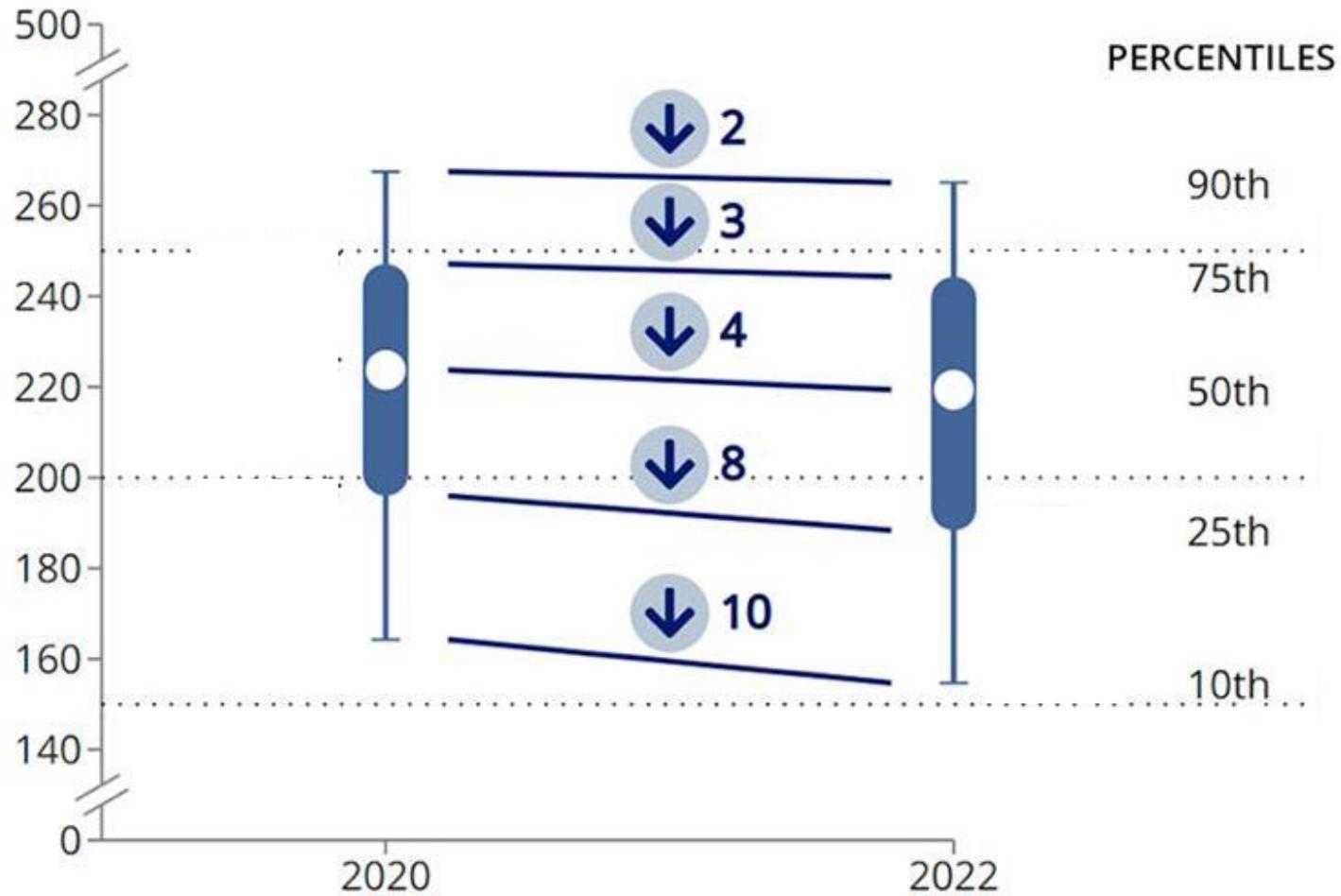
Early Grade Literacy



Pandemic erased progress in 3rd grade reading GA Milestones



Lowest performers were most impacted (NAEP)



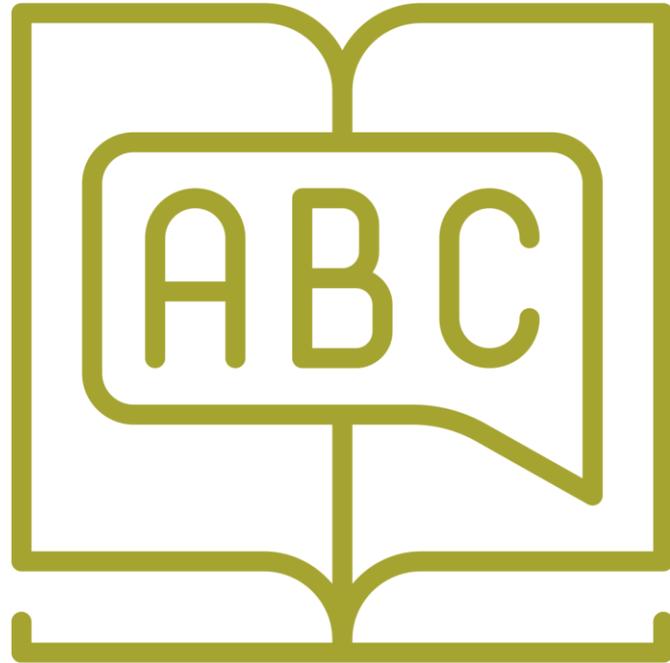
Interrelate ideas and make generalizations

Demonstrate partially developed skills and understanding

Carry out simple, discrete reading tasks

*Significantly different ($p < .05$) from 2022.

Learn4Life



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

ArtsNOW Learning Cohort Progress



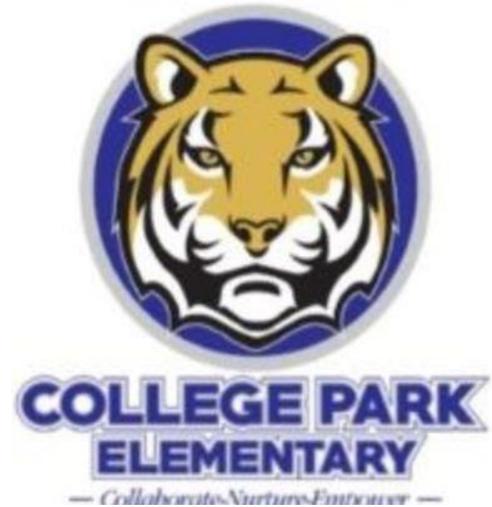
Marietta Center
for Advanced
Academics



Kay R Pace Elementary
School of Arts



Asa G. Hilliard
Elementary School



College Park
Elementary

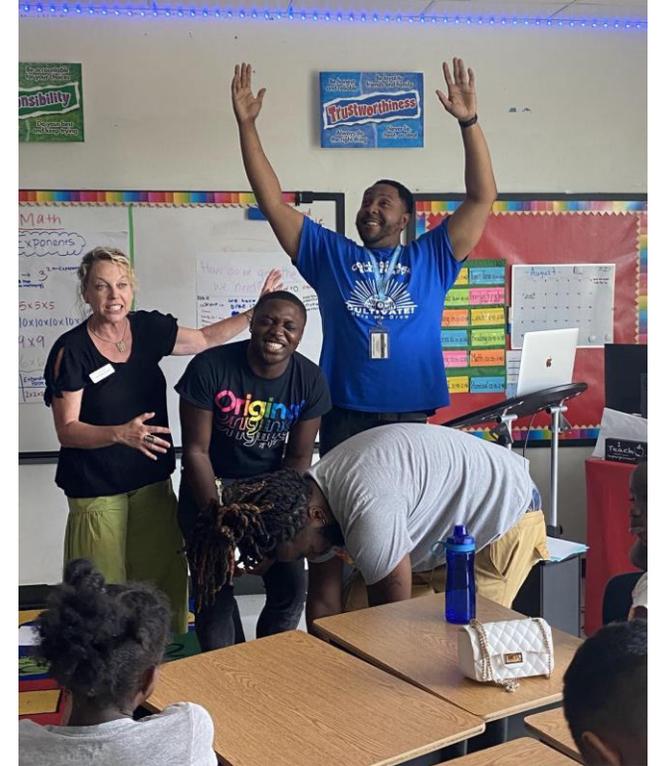
Students say: “the best part was...

...collaborating and being creative with other people.”

...working together to build a picture.”



...being creative is really amazing.”



Today's discussion: structured literacy

- **Our Goals Today:**
 - Understand what structured literacy is (and is not)
 - Discuss how we might employ structured literacy best practices in our own organizations

Overview of Structured Literacy

Learn4Life Literacy CAN

October 25, 2022



***Stacey Wallen, Ph.D.,
CCC-SLP***

Director of Field Implementation



Laura Bollman, M.Ed.

Director of Strategy and Operations



Anisha Donald, Ed.S.

K-3 Content Developer



A Nation In Crisis



HOW MANY CHILDREN LEARN TO READ?

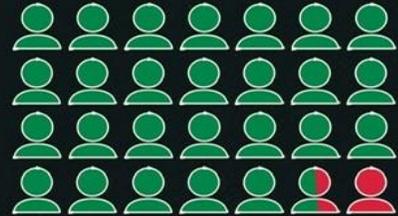
The 2019 NAEP Reading Scores show us that in a class of 28:



- 35%, or 9.8 students, are reading proficiently or better
- 65%, or 18.2 students, can not read proficiently

HOW MANY CAN LEARN TO READ?

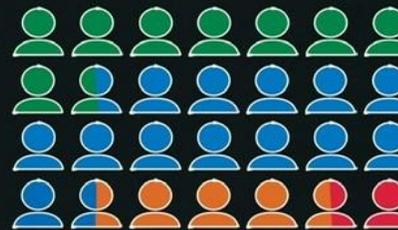
Decades of research from multiple fields demonstrates that:



- 95%, or 26.6 students, regardless of background, can learn to read proficiently (or better) with explicit, systematic, and sequential instruction in foundational skills (Structured Literacy)

HOW DO CHILDREN LEARN TO READ?

The National Institute of Health indicates that in a class of 28:



- 30%, or 8.4 students, learn regardless of the method
- 50%, or 14 students, learn with explicit, systematic, and sequential instruction in foundational skills (Structured Literacy)
- 15%, or 4.2 students, require Structured Literacy and additional time and instruction
- 5%, or 1.4 students, with severe cognitive disabilities will struggle to become proficient

The Challenge We Face

35% of 4th graders were proficient in reading (pre-Covid)

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**



What is Structured Literacy?



**“Human beings were never
born to read.”**

– Maryanne Wolf

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

The Simple View of Reading



Gough & Tunmer, 1986

Scarborough's Reading Rope

Language
Comprehension

Language Comprehension

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

Decoding

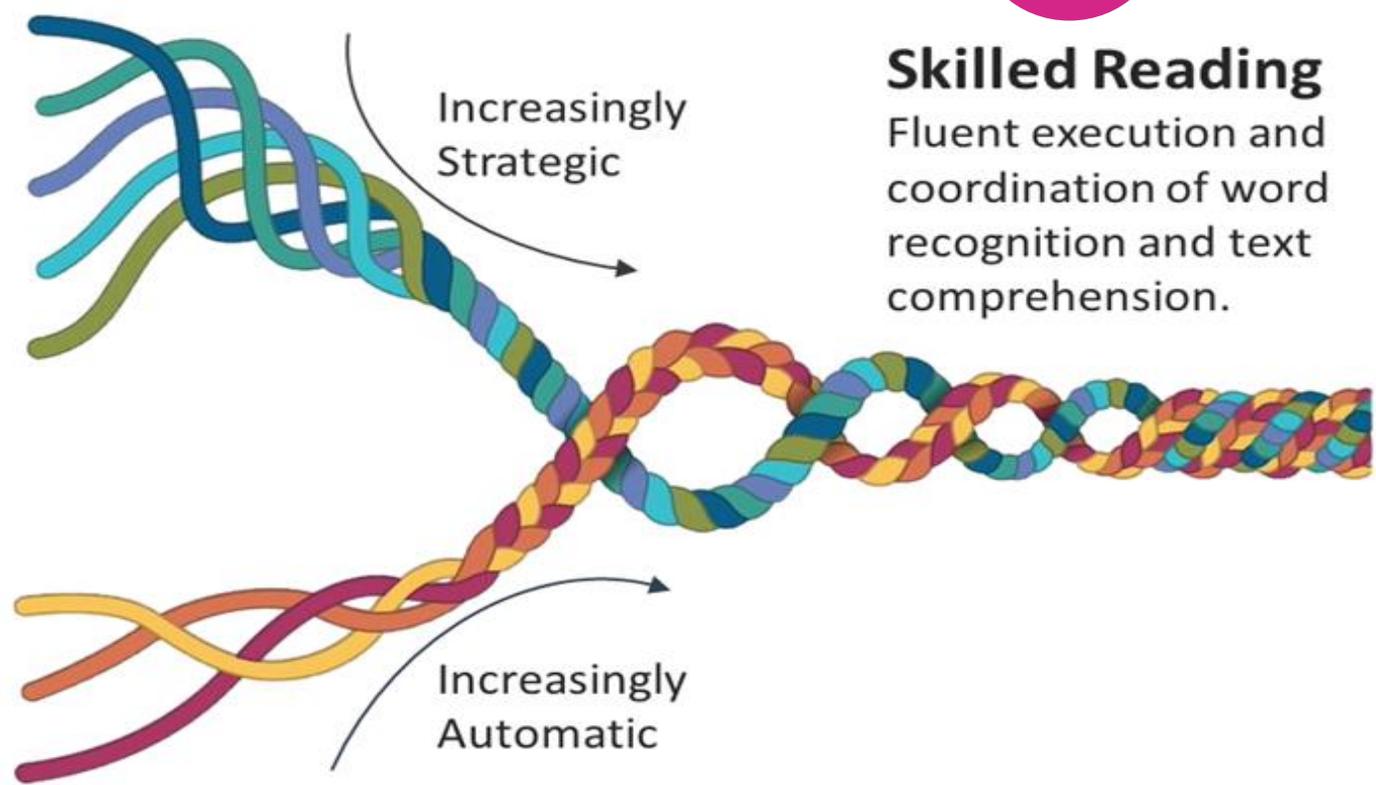
Word Recognition

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

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.

Structured literacy (SL)	Typical literacy practices (TLP)
Phonics skills are taught explicitly and systematically, with prerequisite skills taught first. For beginning readers, these skills receive considerable initial emphasis.	Phonics skills are usually taught but not emphasized, even for beginners. Teaching is often not highly explicit or systematic. Prerequisite skills may not be taught first.
Phonics approach is synthetic (parts to whole). Students learn sounds for common letters and letter patterns (e.g., <i>sh</i> , <i>-ck</i>) and how to blend them (phoneme blending).	Phonics approach may be synthetic, but is often analytic (whole to parts) or decoding by analogy (e.g., “word families”).
Beginning readers usually read decodable texts (texts largely controlled to specific phonics patterns that have been explicitly taught) that facilitate learning to apply phonics skills in reading texts.	Beginning readers usually read leveled and predictable texts (texts in which words are predictable based on sentence structure, repetition, or pictures) that do not easily lend themselves to application of phonics skills.
Oral text reading with a teacher is included in lessons.	Partner reading and independent reading may be emphasized more than oral text reading with a teacher.
When students read text orally, they are encouraged to look carefully at printed words and apply decoding skills to unfamiliar words.	When students read text orally, some errors may be overlooked, especially if they do not greatly alter meaning. Teacher feedback to errors may emphasize sentence context or pictures rather than consistent application of decoding skills.
Spelling skills are taught explicitly and systematically with prerequisite skills taught first and with instruction in common spelling rules (e.g., rules for adding endings). Spelling instruction reinforces and extends what students learn in decoding.	Spelling is often not taught in an explicit or systematic manner. Students may learn word lists in which words exemplify no particular phonics pattern or spelling rule. Spelling program may be completely distinct from decoding program with different words in the two programs.
Higher levels of literacy are explicitly and systematically taught (e.g., sentence structure, paragraphs, discourse), including prerequisite skills.	Some higher levels of literacy may be explicitly taught but usually not systematically and not with strong attention to prerequisite skills.

Are you using the three cueing system?

You will know if you are using a three cueing approach to reading if you have posters or prompts in your classroom that encourage the following. Do you instruct your students to:

- skip the word and come back to it
- look at the picture to work out the word , or
- try a word that makes sense.

If they still cannot 'read' the word using those strategies do you then ask them to

- look for some recognisable chunks
- say the first sound
- flip the vowel sound or
- stretch out the sound

If you do these things, you are using a three cueing model of teaching reading.

Tryin' Lion, Skippy Frog and friends are based on the cueing systems approach that encourages children to use strategies other than decoding to read unfamiliar words, which impedes their progress.



Small group discussions

- Select your small group by the sector you represent

Nonprofit discussion questions

1. What "aha" moments and/or questions do you have about structured literacy?
2. What is your organization's role (actual and desired) in supporting children's literacy development?
3. What support would you need [from Rollins/Cox Campus] to better implement literacy into your work?
4. *What other nonprofits aim to address literacy that we should include in this conversation?*

Discussion questions (everyone except nonprofits)

1. Introduce yourself and what stood out to you and/or questions do you have about structured literacy?

1. Structured literacy (the "science of reading") is still 'in competition' with some myths about how children learn to read.
 - a. Why do you think that is?
 - b. For each of the reasons this group lists, what can be done to address those challenges?

How do we scale structured literacy?

What stands out in the structured literacy discussion?	What is constraining the adoption of structured literacy?	How do we address that challenge?
<ul style="list-style-type: none"> ● Shame/embarrassment educators might feel from past practice ● Not embracing education as a culture ● Hard to grasp struggles for reading ● Why are we stuck? Humans aren't wired to read ● Teachers are still coming out of ed school under prepared ● Requires time to train teachers properly - not always available ● Nice to know that the evidence supports a better way to learn 	Teacher prep programs adopting this work, partnering with early care and learning	Modeling good read along programs
	Parental awareness of good read alongs - strategies, techniques	Literacy pop-up shops for parents on weekend - curriculum activities - experiential for parents, provide them tools to use at home. Also post to website.
	Aprehension to retrain teachers within a district - (budget, time, cultural mindset, change management	Can teachers become influencer in their building, provide real-time support structures, can make change immediately.
	Is the evidence clear to help make the case to districts - quantitative proof	Need to provide proof to districts
	Elevating profession, partnering with educators to improve their practice	

How do we scale structured literacy?

What stands out in the structured literacy discussion?	What is constraining the adoption of structured literacy?	How do we address that challenge?
<ul style="list-style-type: none"> - Students don't always have the opportunity to focus on literacy. - Phonics was ignored - Structured literacy bridges the gap between comprehension - Names change within the school district in regards to literacy; science of reading, explicit instruction. Explicit instruction in helping students learn to read - Trying to convince teachers that SoR is necessary to teaching and implementing practices of structured literacy - Disconnect between LETRS and online training and practical application. Teacher morale effects implementation - Making sure curriculum is aligned to SoR- Cen 	Money and time	
	Teachers trying to acquire new knowledge; slowing down roll out and intentionally building in cycles of new ideas with support.	Finding time for teachers to grasp the concept (i.e. after school, PD)
	Teachers and literacy leaders support for structured literacy. Concepts take a while to grasp, support from school leadership.	Layers of support- literacy coaches, SoR facilitators who lives in PD space and train admins, K-5 ELA Coordinator
	The other big piece is system-level as well as classroom-level change. Practices can't authentically change if report cards, assessments, programs etc don't also change.	
	Teacher burnout with new curriculum	
	Think about proactively looking at how to ensure that preservice teachers get the training/education as well	



Who Are Your Unsung Heroes?



Share your gratitude for an educator who goes the extra mile when no one is looking



Nominations open until November 1

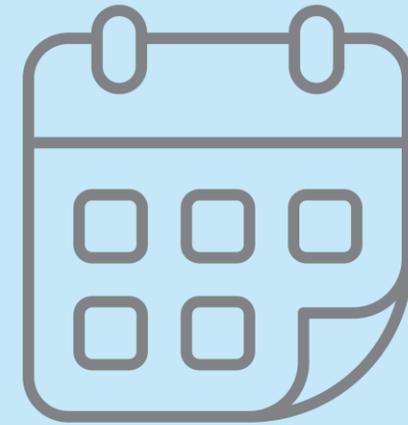


glisi.me/HiddenHeroes2022



Network Next Steps

- Save the date: L4L's State of the Region on Dec 1 ~ 8am-10am at the Metro Atlanta Chamber
- Share L4L's open job positions
- Nominate educator heroes for GLISI



Mark calendars for next meeting:

Tuesday, December 13 @ 1pm