



Early Literacy Change Action Network September 13, 2022

Say hello in the chat box...

- Share your name, organization, and role

Getting to know our network members: Dr. Hanah Goldberg



Director of Research and Policy

Why I engage in L4L's CANs...

- To better understand Bright Spots...and to see my favorite people all in the same room!

Connect with me about...

- Birth-5 policy, research, and advocacy...or to geek out on data 😊



Welcome to the L4L network

Leroy Hutchins



Board Member, Cobb County
Schools



Brittany Collins



Executive Director, Betty and
Davis Fitzgerald Foundation



Agenda

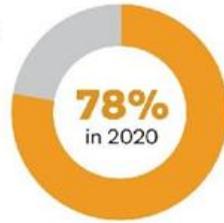
- L4L's Theory of Action
- Math Network Update
- ArtsNOW Discussions: Supporting New School Cohort

Our Region is Diverse and Growing

Five Core Counties & School Districts



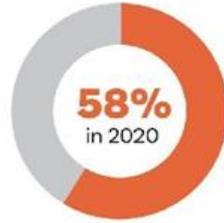
Students of Color



Change in Eight Years,
2012-2020

53,000+

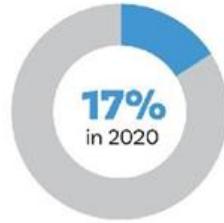
Low-Income



Change in Eight Years,
2012-2020

18,000+

English Learners



Change in Eight Years,
2012-2020

54,000+

L4L Change Action Networks

Early Grade Literacy



Kindergarten
Readiness



3rd Grade Reading
Proficiency



8th Grade Math
Proficiency



High School
Graduation

Postsecondary Success



Post-Secondary
Enrollment



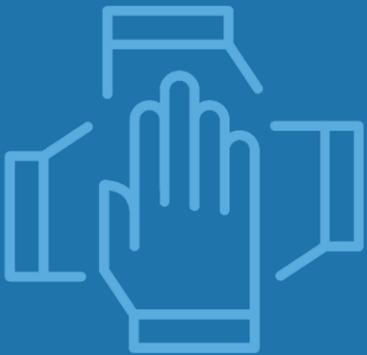
Post-Secondary
Completion

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)



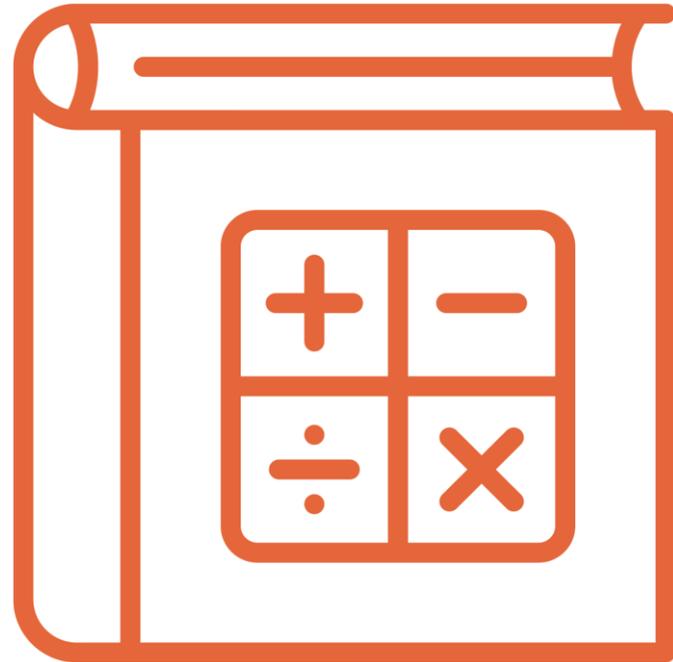
Amplify bright spots





8th Grade Math





8th grade math proficiency factors

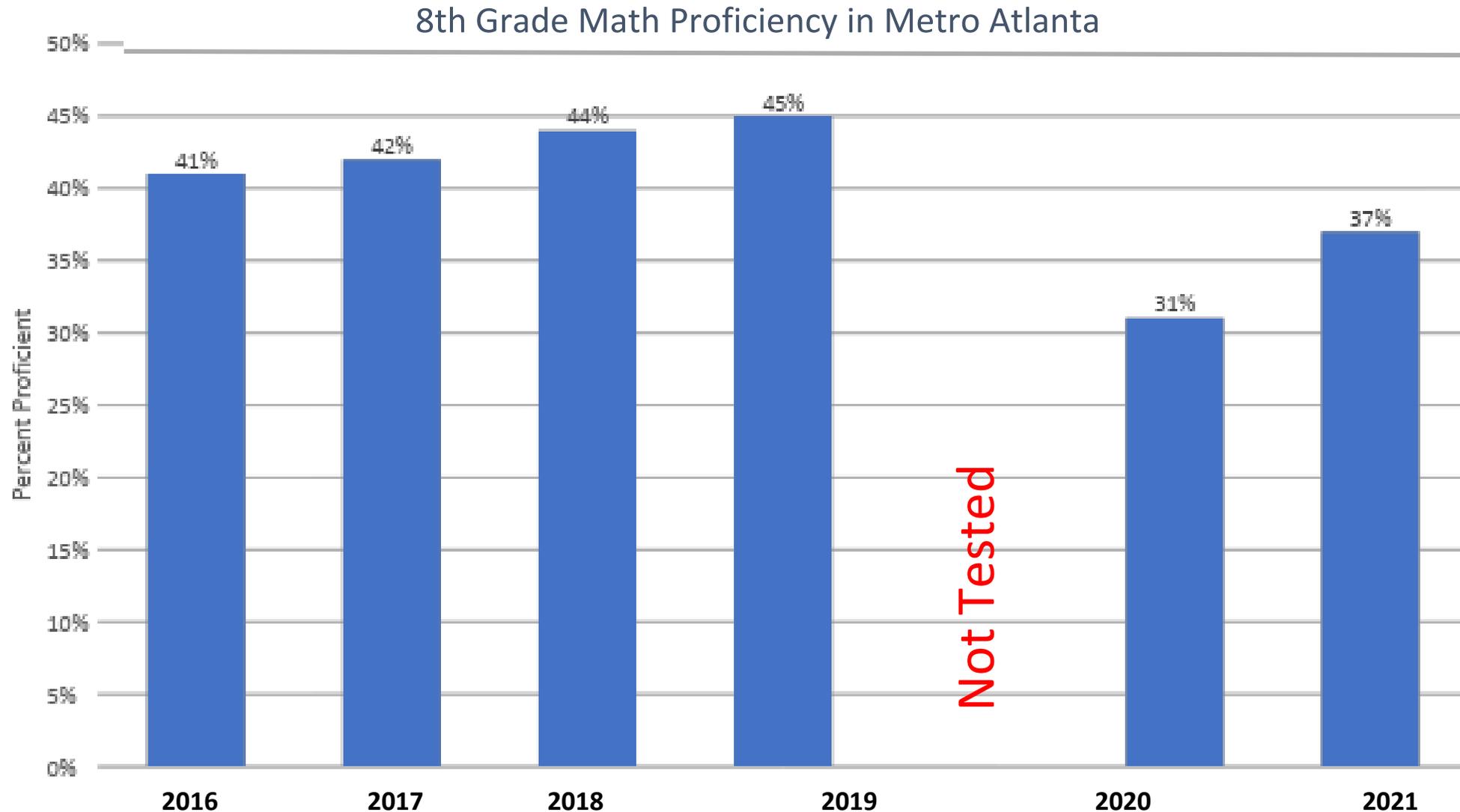
Interventions for Struggling Learners
School Culture
Racial Expectations
Teacher Effectiveness

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

8th grade math experienced steepest decline



2022

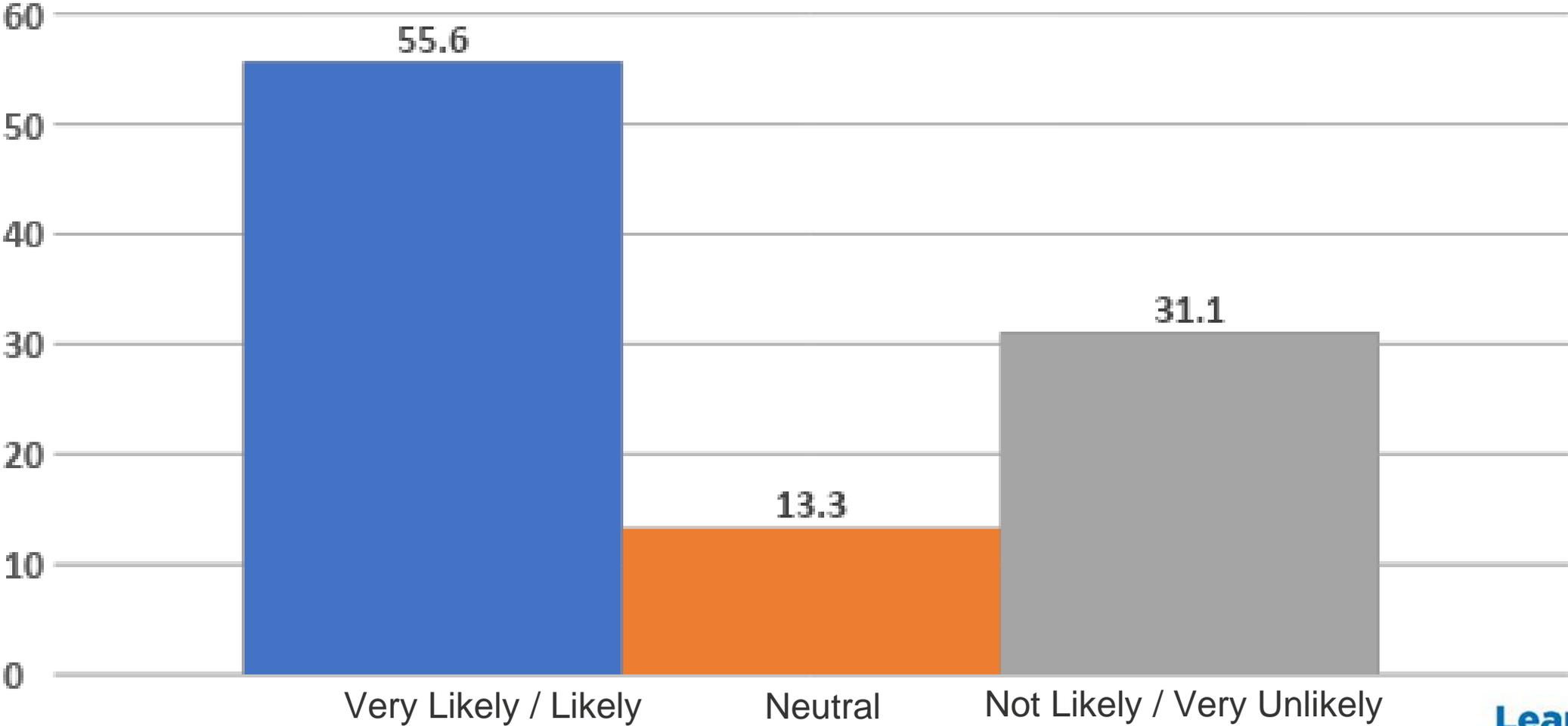
Math Bright Spot identification process

The Challenge: 37% average regional 8th grade math proficiency

| Predictive Factor | Focus areas selected by L4L Math Network and Leadership Council |
|-----------------------|---|
| Teacher Effectiveness | <ol style="list-style-type: none">1. Improve teacher recruitment2. Increase teacher retention3. Create more representative teacher workforce |

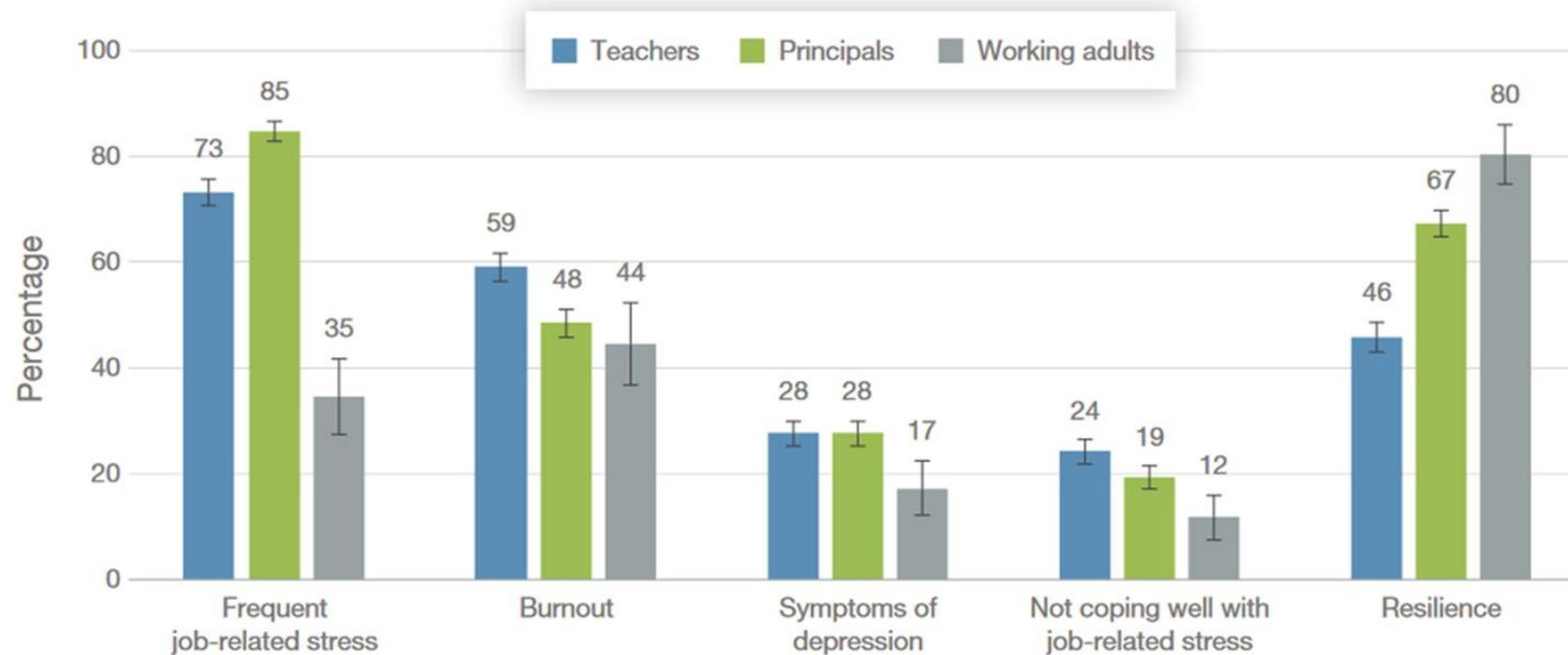
About half of GA teachers plan to teach for 5 more years

Likelihood of Educators Remaining in Education for Five Years



Source: https://www.pagelegislative.org/_files/ugd/bd220f_576fe65bf49e4e13abf4a623117f6cff.pdf

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.

Burnout is the main reason teachers leave

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

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

Regional teacher retention strategy timeline

**Understand
Strategies**



**Narrow
Strategies**



**Narrow
Strategies**



**Select a
Regional
Strategy**

HR
Interviews:
Summer

Math CAN:
August 30

Leadership
Council:
Sept 8

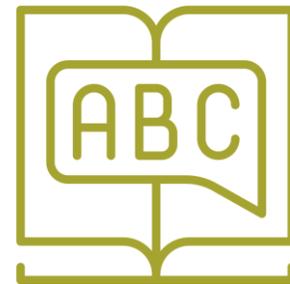
HR
Leaders:
Sept 15

Teacher retention strategies in metro Atlanta

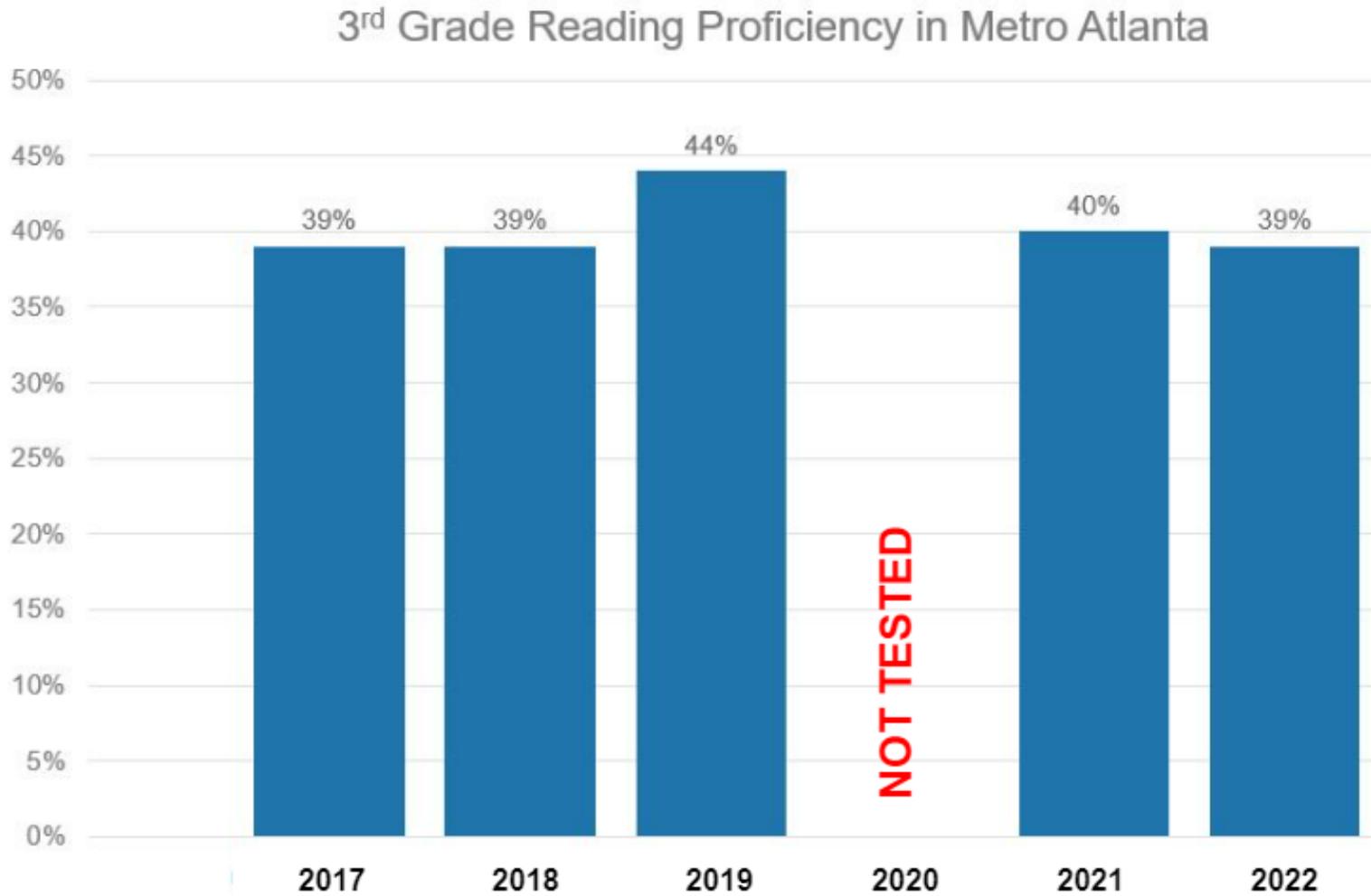
1. Reduce workload and offer flexibility
2. Career / leadership pathways
3. Wellness initiatives



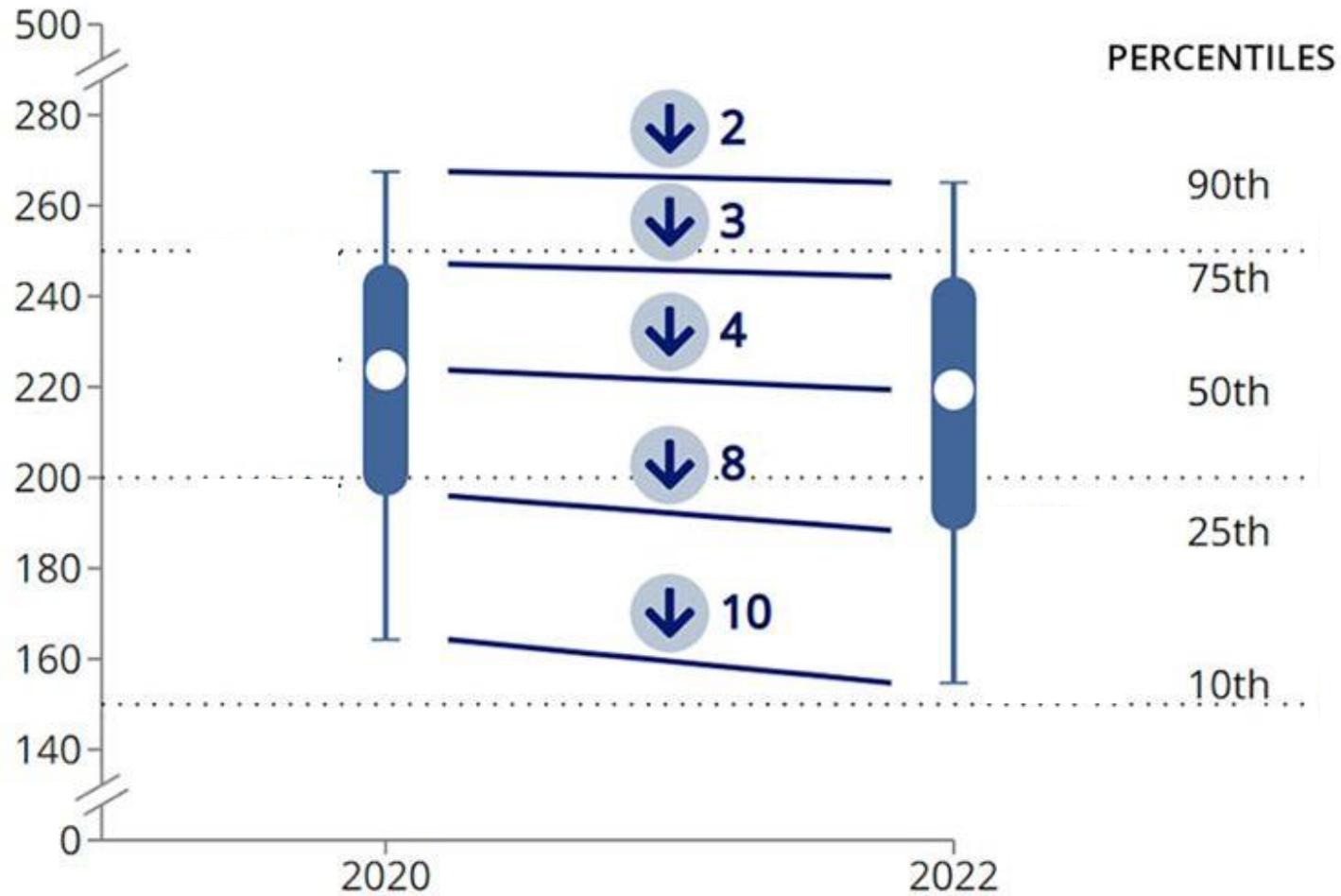
Early Grade Literacy



Pandemic erased progress in 3rd grade reading GA Milestones



Lowest performers were most impacted (NAEP)



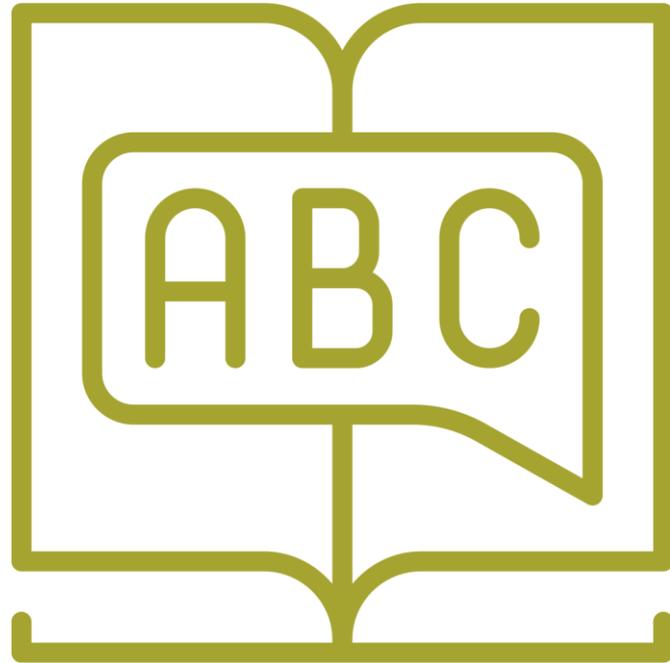
Interrelate ideas and make generalizations

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



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Collective impact includes libraries



This summer, three Vision to Learn mobile labs conducted **1,813 vision exams** and distributed a total of **1,208 glasses** in four metro library systems

| Library System | Number of Exams | Glasses Distributed |
|-----------------|-----------------|---------------------|
| Clayton County | 417 | 286 |
| Cobb County | 396 | 254 |
| Fulton County | 198 | 124 |
| Gwinnett County | 802 | 544 |
| Total | 1,813 | 1,208 |



Literacy & Justice for All progress



MDJ

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Marietta's early reading initiative shows signs of success in first year

Leo Tochterman ltochterman@mdjonline.com May 13, 2022 0

MARIETTA — An initiative aimed at boosting the reading skills of young students has been successful in its first year, according to data presented to the Marietta Board of Education this week.

"We're teaching and assessing better than we ever have in the past," Deputy Superintendent Belinda Walters-Brazile told the board. "I think if you asked any teacher, they would say that we can deliver specifically better what a student needs and break apart what they need to really address the deficit and move them forward. So I think it's great stuff for us."

Highlights

- Literacy and Justice For All Expansion
 - All KIPP elementary schools
 - 10 APS schools
- L4L serves as backbones for the various networks

Learn4Life

ArtsNOW Learning Cohort



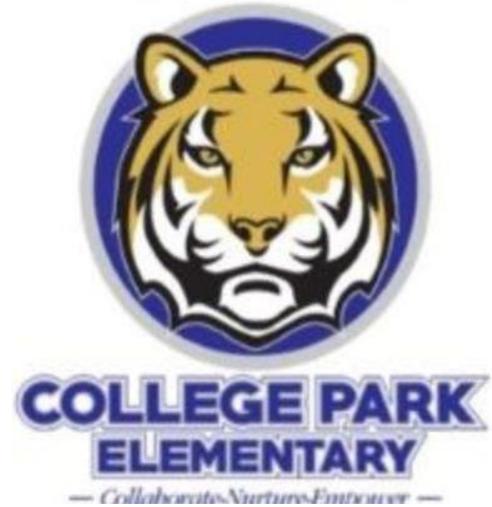
Marietta Center
for Advanced
Academics



Kay R Pace Elementary
School of Arts



Asa G. Hilliard
Elementary School



College Park
Elementary

Today's discussion: framing ArtsNOW partnership Success in these schools

- **Our Goals Today:**
 - Understand school priorities and vision
 - Understand how ArtsNOW has previously defined a “successful partnership”
 - **To provide guidance on additional ways to see and measure arts integration at these schools**

Guidance for Discussion Groups

- 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

Discussion Agenda

1. Introductions :)
1. Principal / school team shares about the school's priorities and how arts integration fits (5 min)
1. ArtsNOW team shares how they usually assess the success of a partnership (5 min)
1. CAN provides insight into additional measures (10 min)

Measures for partnership success - Asa Hilliard ES

| <i>Goals</i> | What would we hope to see in classrooms? | How might we collect meaningful data on this? |
|---|---|--|
| 1. Teacher implementation of arts strategies | <ul style="list-style-type: none"> -For early learners, lang/vocab development -What does arts integration look like outside of instructional time? (culture) -Stu “water cooler” convos about the arts | <ul style="list-style-type: none"> -How stu extra-curriculars (stu govt, music, sports, etc.) are organized pre and post arts integration (what has changed?) -Parent involvement (ie, PTA participation pre and post) -Getting other schools interested in arts integration |
| 2. Teacher self-efficacy | <ul style="list-style-type: none"> -Adoption by individual teacher style (“trust your own craft”) -Define what empowerment looks like -Ensure school leaders know what it takes for teachers to integrate the arts | <ul style="list-style-type: none"> -Teachers share the lessons they developed on their own -(overall: integrate with what data schools already collect) -How much influence teachers feel they have over curriculum |
| 3. Student engagement | <ul style="list-style-type: none"> -Student led more than teacher-led -Audibly hear noise/discussion/joy -The “right answer” isn’t the goal - it’s about the learning process, not the product | <ul style="list-style-type: none"> -Stu think tank (focus group) to capture opinions |

Measures for partnership success - College Park ES

| <i>Goals</i> | What would we hope to see in classrooms? | How might we collect meaningful data on this? |
|--|---|---|
| 1. Teacher implementation of arts strategies | <ul style="list-style-type: none"> • Students actively engaging, movement • Non verbal • Arts vocabulary, use language related to arts • Effective questioning • Expanding teacher involvement • Connection to standards through arts aligned to units – rigor – kids want away with content knowledge • Student discourse around concepts • Student confidence in experience – redirecting their engagement – safe place to get it wrong • Arts materials in the classroom and are they being used • Students has agency to perform with materials to get point across | <ul style="list-style-type: none"> • Documenting use of materials, evidence it is connected to learning • Authentic assessments – camouflage of insects, demonstrate applied learning • Observation: with rubric/check list #of teams student has engaged in the work • Instructional walk through to ensure tools are being implemented • Review of end product that is aligned with the lesson • Recording of students to assess student effort • Process boards – standards and content that show progress • Walk-throughs focused |

Measures for partnership success - College Park ES

| Goals | What would we hope to see in classrooms? | How might we collect meaningful data on this? |
|--------------------------|---|--|
| 2. Teacher self-efficacy | <ul style="list-style-type: none"> • Ability to relate to student both in and out of classroom • Teacher will be comfortable letting go – transferring agency to students and less control of products. • Demonstrate knowledge of different learning styles | <ul style="list-style-type: none"> • Feedback from students, how do kids react • Teacher reflections – self assessment (glows and grows) • Review of lesson plans and how they are going to implement • Instructional walk-throughs focused on efficacy like risk-taking • Learners are self-regulating and exercise self-control • Connect with Parents to get feedback, “did your child share their learnings from today” • Parent interviews |

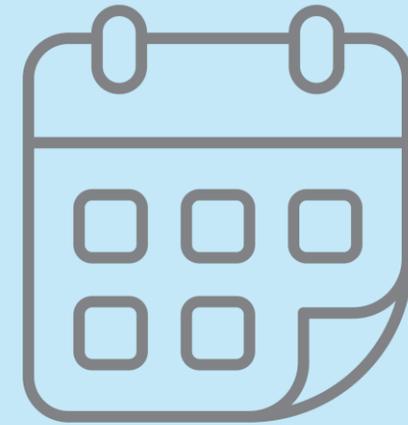
Share out

Share one theme or idea from your group's discussion

- Ken
- Rebecca

Network Next Steps

- First Book Opportunity
 - First Book is a non-profit organization that supports equal access to quality education through giving educators new, quality books and other educational resources. You can sign up [here](#).
- Our Turn Action Network
 - Our Turn Action Network invites you to join Our Turn Atlanta at the Student Issues Forum this Saturday, September 17th from 12 - 6pm. This space is the place to meet other students, learn about the State of Public Education and share your perspectives. You can register for the event [here](#).



Mark calendars for next meeting:

Tuesday, October 25 @ 1pm