3rd Grade Literacy Change Action Network
April 25, 2017
Today’s Agenda

1. Quick Overview of Learn4Life
2. Review Bright Spots
3. Plan for Next Steps
Recap from Launch Event

Learn4Life: State of Education in Metro Atlanta

WATCH NOW
Overview of Learn4Life
Mission

• Collect and analyze data to measure our success and indicate where additional focus may be needed;

• Engage partners (education, business and community partners, along with families and students) in a regional cradle-to-career initiative;

• Align efforts and resources to ensure success for each and every child.
Who are we serving?

5 Core Counties

K-12 Students 2014-15

603,407

Non-White
76%

Low-Income
60%

Limited English
13%

K-12 Students 2010-11

572,367

Non-White
73%

Low-Income
57%

Limited English
11%

Source: Governor’s Office of Student Achievement
Low Income is defined as percent of children on the Free and Reduced Lunch Program
CRADLE TO CAREER INDICATORS

- Kindergarten Readiness: 20% (0-4 yr. olds attended high quality centers in 2016)
- 3rd Grade Reading: 40% (3rd graders were proficient in reading in 2014-2015)
- 8th Grade Math Proficiency: 38% (8th graders were proficient in math in 2014-2015)
- High School Graduation Rate: 79% (Graduation rate in 2015)
- Post-Secondary Enrollment: 75% (of 2013 graduates enrolled in a post-secondary institution)

- Post-Secondary Completion: 31% (of 2010 graduates earned a credential or degree by 2015)
Learn4Life Structure
L4L
ORGANIZATION STRUCTURE
Role of the Leadership Council

**Role**

- Approve key outcome indicators
- Prioritize work for Change Action Network
- Review Agenda (Initiatives/Strategies)
- Champion scaling and implementation of Agenda

**Deliverable**

- Six have been set
- 3rd Gr Reading/K Readiness
- Approve Recommended Strategies from Networks
- Generate political, financial, organizational support
Criteria of a Quality Strategy

1. Complementary to School District Strategies
2. Scalable
3. Achievable
4. Measurable
5. Addresses Root Cause
6. Culturally Aware
7. Sustainable
8. Proven model
9. Community based
10. Positive ROI
How do Change Action Networks work?

1. Convene
2. Understand Local Context
3. Review Data
4. Analyze Factors
5. Identify Brightspots
6. Develop Action Plans
Global Target: All children in Camden County read proficiently by the end of third grade.

Key Factor
- Summer Melt
- Safe, Healthy Home
- High Quality Teachers
- Literacy Skill Development
- Access to Support
- Access to Literacy Tools
- Attend School Regularly
- Grit

Interventions/Strategies
- 1:1 Tutoring
  Measure: Monthly MAP scores
- After-school & summer program alignment
  Measure: # of programs aligned
- Connect programs to school district data
  Measure: # of programs connected
- Bright spot identification & spread
  Measure: # of bright spot practices adopted by programs
- HS/College Student Reading Buddies
  Measure: Monthly MAP Scores
The value of Factor Analysis

• To make changes, we need to understand the root causes, or factors.

• We don’t have all the data we would like, so we have to pick a few factors to start the work.

• There are no wrong answers, but we need to make this work smaller.
Circle of Influence/Concern

Circle of CONCERN
What you care about

Circle of INFLUENCE
What you can do something about
Triangulation in Identifying Factors

LOCAL DATA

DECISION MAKER

Ideal

National Research

Community Expertise & Voice

Learn4Life
A FRAMEWORK FOR ACTION

BY 2020, ALL CHILDREN IN GEORGIA WILL BE ON A PATH TO READING PROFICIENTLY BY THE END OF 3RD GRADE.
3RD GRADE READING PROFICIENCY FACTORS

- Attendance
- Language Development
- Birth Outcomes
- Adult Literacy
- Physical Health (oral, hearing, vision)
- Social-Emotional Competence
- Early Childhood Education
- Teacher Preparation and Effectiveness
- School and Classroom Climate
- Children’s Mental Health
- Summer Learning Loss
Goals for Today

1. Review Bright Spots
2. Determine which hold the most promise
   • Find out what we need to make a decision
   • Determine what you are going to do next
3. Each group “owns” their own recommendations and process

*By end of May, bring forward recommendation to the group for the July Leadership Council Meeting*
Notes about Bright Spots

• Just initial ideas for discussion, not final proposals
• List includes the items that were addressed the factors in our focus
• This is not an exhaustive list.
• Purpose is to deepen our work and focus
• Ask questions and learn!
# Physical Health Bright Spots

<table>
<thead>
<tr>
<th>Name of Bright Spot</th>
<th>Suggested by</th>
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<tbody>
<tr>
<td>VSP Mobile Eyes</td>
<td>Ken Zeff</td>
</tr>
<tr>
<td>Youth Fit 4 Life (YMCA)</td>
<td>Karen Landes</td>
</tr>
<tr>
<td>Healthy Beginnings System of Care</td>
<td>Akia Lewis</td>
</tr>
<tr>
<td>Free Wellness Test for Incoming Students (Whiteford)</td>
<td>Bre West</td>
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</tbody>
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## Early Childhood Education
### Bright Spots

<table>
<thead>
<tr>
<th>Name of Bright Spot</th>
<th>Suggested by</th>
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<tbody>
<tr>
<td>Spread the Word</td>
<td>Karen Kelly</td>
</tr>
<tr>
<td>Playworks</td>
<td>Ellen McCarty</td>
</tr>
<tr>
<td>Reach out and Read</td>
<td>Amy Erickson</td>
</tr>
<tr>
<td>Talk to Me Baby</td>
<td>DPH</td>
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</tbody>
</table>
# Teacher Preparation Bright Spots

<table>
<thead>
<tr>
<th>Name of Bright Spot</th>
<th>Suggested by</th>
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<tbody>
<tr>
<td>GLISI’s Base Camp and Leadership Summit (BCLS)</td>
<td>Gale Hulme</td>
</tr>
<tr>
<td>Atlanta Speech School Professional Development</td>
<td>Terri Bonoff</td>
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[Learn4Life logo]
Select Key Focus Area 11/16

CAN Organizing Meeting
- Introduce L4L
- Gallery walk
- Begin Factor Analysis
- ID missing partners
- 1/31/16

Network Launch Prep
- ID & Engage Members
- Disaggregated Data Collection
- Select 1st Meeting Date

2nd Network Meeting
- Complete Factor Analysis
- Identify Key Factors of Focus

March Network Meeting
- Review K Readiness Data
- Conduct K Readiness Factor Analysis

March Leadership Council
- Review Factor Analysis
- Define Initiative rubric
- Review Baseline Draft

April Network Meeting
- Review Bright Spots

May Network Meeting
- Draft Recommendations

June Network Meeting
- Finalize Initiative Recommendations

July Leadership Council
- Review Factor Analysis
- Approve Initiatives

2 months

Network Development Timeline
Physical Health Factors

Vision
- 25% of children require vision correction
- Less than 50% of preK children who failed a vision screening were referred for a diagnostic exam

Hearing
- 15% of children have some loss leading to loss of learning
- Universal screenings are recommended for

Oral Health
Early Childhood Education Factors

1. Awareness
2. Affordability
3. Accessibility
4. Availability
5. Accommodating
6. Acceptable
Teacher Preparation Factors

1. Personalized to their needs;
2. Sustained over time;
3. Coordinated by a peer who knows their context well;
4. Collaborative with professional learning communities; and
5. Focused on students rather than compliance to rules, preset instructional sequences, or scripts.
Digging Deeper

1. Overview
2. Strengths
3. Data you would like?
4. What root cause is addressed? (what problem is being solved – Achieve Atlanta)
5. Is there a factor that can be scaled?