3rd Grade Reading
January 8, 2019
Who’s in the room?

• Name
• Title
• Organization
Mission & Vision

Mission (what we are about)
  o To ensure that every child in our region becomes a thriving citizen who achieves success in school, career, and life

Vision (how we get there)
  o Convene
  o Connect
  o Report
Who We Are

Five Core Counties

K-12 Students

<table>
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<tr>
<th>2016-2017</th>
<th>2010-2011</th>
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<tbody>
<tr>
<td>608,145</td>
<td>569,159</td>
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Non-white
Change in Six Years, 2010-2017
77% in 2017
50,000+

Low-Income
Change in Six Years, 2010-2017
60% in 2017
39,000+

Limited English
Change in Six Years, 2010-2017
13% in 2017
20,000+

Source: The Governor's Office of Student Achievement (GOSA), 2010-2011 & 2016-2017, 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.
Community Indicators

Phase 1
- Kindergarten Readiness
- 3rd Grade Reading Proficiency

Phase 2
- 8th Grade Math Proficiency
- High School Graduation
- Post-Secondary Enrollment

Phase 3
- Post-Secondary Completion
Strategic Planning Process

What does L4L look like in 3 years?

• Fill gaps outside of district control or share best practices sharing within districts?

• Dive deeper into first three indicators or launch additional networks?
3rd Grade Reading Change Action Network
Reviewing Our Process

Convene
Understand Local Context
Review Data
Analyze Factors
Identify Brightspots
Develop Action Plans
The State of Literacy in Atlanta

3rd Grade Reading Proficiency

39% of children are reading proficiently by the end of third grade.
Disparities by SES and Race

By Economic Subgroup
- Economically disadvantaged: 24% (Economically disadvantaged: 25%)
- Not economically disadvantaged: 66% (Not economically disadvantaged: 66%)

By English Proficiency Subgroup
- Limited English proficient: 23% (Limited English proficient: 24%)
- Not limited English proficient: 43% (Not limited English proficient: 43%)

By Race
- Asian: 65% (Asian: 66%)
- Black: 28% (Black: 28%)
- Hispanic: 26% (Hispanic: 28%)
- White: 66% (White: 65%)
- Other: 50% (Other: 51%)

Learn4Life
Third Grade Reading Proficiency Factors

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

Change Action Network focus areas
Selected Bright Spots

- Physical Health (oral, hearing, vision)
- Early Childhood Education
- Teacher Preparation and Effectiveness
The Reason for Bright Spots…

- Prove that progress can be made

- Goal is a movement around successful practice, but it starts with Bright Spots
# Learn4Life’s Scaling Role

<table>
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<tr>
<th>Inside Scope</th>
<th>Outside Scope</th>
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<tbody>
<tr>
<td><strong>Connect</strong>: Lift up bright spots to key decision makers and partners</td>
<td><strong>Manage fundraising plan</strong></td>
</tr>
<tr>
<td><strong>Convene</strong>: Bring collective insight to scale bright spots</td>
<td><strong>Project manage</strong></td>
</tr>
<tr>
<td><strong>Report</strong>: Share progress through data</td>
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Work of 3rd Change Action Network

1. Continuous improvement
2. Use data as a flashlight
3. See ourselves in this work
4. Apply these protocols to all of our work
ACTIVITY: Commit to Your Own Adventure!

Goal: Continuous Improvement

• Select the group most aligned with your experiences/role

• Purpose is to:
  1. Address the problem of practice
  2. Learn from each other
  3. Take learnings back to your organization
Reach Out and Read Georgia

• Reach Out and Read Georgia equips pediatricians with training and resources to prescribe books and reading aloud as a means of fostering the language-rich interactions between parents and their young children that stimulate early brain development.

**Challenge of Scaling:** How can Reach Out & Read most effectively source and manage its volunteers?
Read Right from the Start

- The Cox Campus offers free, interactive courses and resources based on proven language and literacy practices.
- The courses present Read Right from the Start practices, show real teachers using them, and support teachers as they begin to use what they have learned.

**Challenge of Scaling:** How do we encourage more teachers and instructional staff to incorporate the Cox Campus tools in their practice?
The Vision Movement

• Goal: build a movement to ensure all students in metro Atlanta receive vision screenings.

• Today’s objective: maximize opportunities to conduct vision screenings during the summer.
ACTIVITY: Commit to Your Own Adventure!

Goal: Continuous Improvement

• Select the group most aligned with your experiences/role

• Purpose is to:
  1. Address the problem of practice
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  3. Take learnings back to your org
The Vision Group
About 20% of Students Fail Vision Screening

*This chart does not include schools coded as “does not meet FRL” (11), “add-on schools” (9), “screening needed” (4), “inactive” (2), and one completed school missing screening date information*
Where can VTL and Lighthouse reach more students during summer?

1. List locations on post-it notes (Individually)
   • Where do you serve students over the summer?
   or
   • Where do you refer students for summer programming?
Where can VTL and Lighthouse reach more students during summer?

2. Sort post-it notes on chart paper (In your group)
   - Number of students (x-axis)

   - Program accessibility to partnership (y-axis)
     - Does the program structure lend itself to partnerships?
     - Is the program long enough to permit repeat visits for screenings and examinations?
The Vision Movement
How can we develop a Vision Movement that engages stakeholders across metro Atlanta to effectively provide glasses to all of the 56,000 students who need them?
Engaging Vision Movement Stakeholders

Five Major Stakeholder Groups
1. Students
2. Schools
3. Parents
4. Funders
5. Non-profits

In your group, generate answers to these questions:
1. What can they contribute to the vision movement?
2. What motivates them to engage in the vision movement?
Team Next Steps

Survey – please complete now
http://bit.ly/L4L_Literacy

Upcoming meetings:
Tuesday, March 12
Tuesday, May 7

Follow us on Twitter: @L4LMetroAtlanta