3rd Grade Reading
March 12, 2019
Who’s In the Room?

- Name
- Title
- Organization

At your Tables –

If you could choose one superpower:

*Flight* or *Invisibility*
Strategic Planning Update
We have connected with many of you for input – thank you!

• Executive Committee
• Executive Champions
• District Superintendents
• Other Leadership Council members
• Change Action Network Core Team
• CAN members (n=70)
• National thought leaders
What we heard: L4L’s mission should not change

To ensure that every child in our region becomes a thriving citizen who achieves success in school, career, and life
Theory of Action – Working DRAFT

Convene partners

- Engage education, business, and community partners, along with families and students, in aligning efforts, resources, and voice

Common Understanding

- Collect and analyze data to measure Metro Atlanta’s progress against cradle-to-career indicators and indicate where additional focus is needed

Amplify bright spots

- Through data-driven analysis, identify bright spots and work to create conditions to take them to scale
8th Grade Network Update
Key Indicators

1. Kindergarten Readiness
2. 3rd Grade Reading Proficiency
3. 8th Grade Math Proficiency
4. High School Graduation
5. Post-Secondary Enrollment
6. Post-Secondary Completion
Eighth Grade Math Proficiency

42% of children are proficient in math by the end of the 8th grade.
8th Grade Math Proficiency Factors

- Access to Rigorous Courses
- Gender Expectations
- Racial Expectations
- School Culture
- Relevant Curriculum
- Interventions for Struggling Learners
- Teacher Effectiveness
- Academic Preparation
- Access to Appropriate Technology
- Math Anxiety
- Language and Literacy Skills
- Use of Assessment Data
Conducted Schools Visits to High Performers

Source: GOSA, 2016-2017 EOG Georgia Milestones Report & Enrollment by Subgroup Programs
## Bright Spot Proposals

### School Culture
- STEAM Truck
- Generation Infocus
- Bricks4Kidz

### Interventions
- GA Numeracy Project
- Young People's Project Flagway

### Teacher Effectiveness
- Integrating Algebra and Computer Science
- Argument-Driven Inquiry
- STEM/STEAM PD and School Certification
3rd Grade Reading
Change Action Network
The State of Literacy in Atlanta

3rd Grade Reading Proficiency

39% of children are reading proficiently by the end of third grade.
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

Vision To Learn
Focus on the Future

The Lighthouse
helping people navigate their world

Reach Out & Read
where great stories begin

Read Right from the Start
on the COX Campus

Atlanta Speech School
Helping each person develop his or her full potential through language and literacy

Learn4Life

Georgia Department of Education
The Reason for Bright Spots…

• Prove that progress can be made

• Goal is a movement around successful practice, but it starts with Bright Spots
Theory of Action

Convene partners
- Engage education, business, and community partners, along with families and students, in aligning efforts, resources, and voice

Common Understanding
- Collect and analyze data to measure Metro Atlanta’s progress against cradle-to-career indicators and indicate where additional focus is needed

Today
- Through data-driven analysis, identify bright spots and work to create conditions to take them to scale
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 org
• 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: Increase adoption of Cox Campus tools among teachers.
Focusing on Empathy Maps
Ideation in Process

Ideation: Top 10 Most Suggested Ideas

1. Understand how decision making about literacy PL is... (9)
2. Teacher ambassadors (8)
3. Pair CC virtual with live experiences (8)
4. Enrollment incentives (8)
5. Develop implementation recommendations with... (9)
6. Develop implementation recommendations that build... (7)
7. Demonstrate empathy for teachers (6)
8. Craft messaging that engages teacher's intrinsic... (8)
9. Celebrity promotion/advocacy to educate around... (5)
10. Celebrity promotion/advocacy (8)

Alternative media/celebrity promotion advocacy (6)
• Reach Out and Read Georgia equips pediatricians with training and resources to prescribe books and reading aloud.

• This fosters the language-rich interactions between parents and their young children that stimulate early brain development.
Successes in Georgia

• Research shows improvements in attitudes toward reading aloud and language scores of children
• 142 participating programs
• 114,300 children served
• 190,000 books distributed annually
Challenges of Scaling

- Volunteer sourcing and management
- Programmatic support to medical providers
- Funding
Expanding access to vision

- Vision has profound affect on literacy.
- Vision To Learn and The Lighthouse provide free vision screenings, exams, and glasses to students in schools.
- Our goal is to build a vision movement to ensure all students in metro Atlanta receive screenings.
Projected Glasses Needed

- 2016: Distributed ~5,000
- Projected Need: 53,000
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 org
How can we develop a Vision Movement that engages stakeholders across metro Atlanta to effectively provide glasses to all of the 53,000 students who need them?
A case study

• A city-wide coalition with Vision To Learn, the health department, school districts, higher education, and business partners to ensure all students are screened.

• As you watch the video, consider:
  • What attributes of Vision For Baltimore do we want to replicate in Atlanta?
Vision movement phases

- Funding
- Service Delivery
- Follow up
- Evaluation
Activity

**Identify**
- Measures of success
- Key activities
- Potential partners
- Possible derailers
- Other considerations

**Steps**
1. Work with a partner
2. Build consensus with your table
3. Share with the whole room
Network Next Steps

Survey – please complete now

Upcoming meetings:
Tuesday, May 7
Thursday, July 18
Thursday, September 5

Save the date – L4L’s annual event: May 6, 8am-10am

Read CAN member Tom Brooks’ blog on libraries and vision screenings