Who’s In the Room?

• Name
• Title
• Organization

At your Tables –

*What memory of summer will you dust off and relive later this winter?*
Learn4Life is a collective impact effort focused on “raising the education bar” in Metro Atlanta.

Our mission:

To ensure that every child in our region becomes a thriving citizen who achieves success in school, career, and life.
Who We Are

Five Core Counties

K-12 Students

2017-2018
606,992

2010-2011
569,159

Non-white Change in Eight Years, 2010-2018
78% in 2018
54,000+

Low-Income Change in Eight Years, 2010-2018
59% in 2018
35,000+

Limited English Change in Eight Years, 2010-2018
16% in 2018
35,000+

Source: The Governor’s Office of Student Achievement (GOSA), 2010-2011 & 2017-2018, 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.
Our Theory of Action will focus our work for the next three years

What we do: We…

- Amplify bright spots
- Create shared understanding [of data]
- Engage partners

...in an environment of sustained trust, learning, and momentum
Our guiding principles are informed by successful collaborations around the country

<table>
<thead>
<tr>
<th>Build alignment and trust</th>
<th>Build relational trust and secure <strong>long-term commitments</strong> from funders and partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus</td>
<td>Focus in a <strong>few areas</strong>, rather than seeking to address all indicators</td>
</tr>
<tr>
<td></td>
<td>Focus and measure work against <strong>specific priorities</strong> (aligned to indicators)</td>
</tr>
<tr>
<td></td>
<td>Take <strong>strong work to scale</strong>; no forced choice between working within or without the system</td>
</tr>
<tr>
<td>Bring data and learning cycles to bear</td>
<td>Have robust <strong>data capacity</strong> and build a data-informed culture to highlight efforts that work</td>
</tr>
<tr>
<td></td>
<td><strong>Use disaggregated data</strong> to identify specific populations and geographies, with equity in mind</td>
</tr>
<tr>
<td></td>
<td>Cultivate <strong>learning networks</strong> that support continuous improvement</td>
</tr>
<tr>
<td>Deliver</td>
<td><strong>Build staff capacity</strong> around areas of highest need</td>
</tr>
<tr>
<td></td>
<td><strong>Differentiate participant experiences</strong></td>
</tr>
</tbody>
</table>
What L4L will look and feel like in 2022

• L4L will scale bright spots to serve the students who are most in need in Metro ATL - L4L will focus on equity by identifying proven strategies to address the core indicators.

• Programmatic work will be prioritized over policy and advocacy – L4L will lead by scaling what works and will not take a leadership role on policy and advocacy.

• Amplified investment on 3rd grade literacy will serve as a foundation to the other indicators - L4L will maintain ongoing efforts on math and postsecondary success.

• L4L will set 10 year targets for each indicator - L4L will track progress over time and ensure mutual accountability.
L4L 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
3rd Grade Reading
Change Action Network
39% of children are reading proficiently by the end of third grade.

Source: GOSA, 2016-2017 EOG Georgia Milestones Report & Enrollment by Subgroup Programs
Third Grade Reading Proficiency Factors

- Attendance
- Physical Health
- School and Classroom Climate
- Language Development
- Socio-Emotional Competence
- Children’s Mental Health
- Birth Outcomes
- Early Childhood Education
- Summer Learning Loss
- Adult Literacy
- Teacher Prep and Effectiveness
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

Learn4Life
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
Work of 3rd Grade 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
Bright Spot Updates
Expanding Access to Vision

- Vision affects 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

Sources: Glasses Distributed – Vision to Learn & The Lighthouse; Free & Reduced Price Lunch Students – U.S. Department of Education National Center for Education Statistics Common Core of Data (CCD)
MISSION

• 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
Research shows improvements in attitudes toward reading aloud and language scores of children.

Nationally, 4.8 Million children served and 7.3 M books distributed last year.

### Growth In Georgia

<table>
<thead>
<tr>
<th>Year</th>
<th># of Sites</th>
<th>Children Served</th>
<th>Books Distributed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>89</td>
<td>87,366</td>
<td>69,205</td>
</tr>
<tr>
<td>2019</td>
<td>142</td>
<td>114,300</td>
<td>190,000</td>
</tr>
</tbody>
</table>
• Hired Dr. Sharma, Regional Director, Medical Engagement

• Expanded to 14 new medical program sites since July 1, 2018 (8 in Learn4Life 5 county area) and First Clayton County practice; Daffodil Pediatrics serving 4,606 new children

• Secured funding to hire a Development Associate and Program Manager

• TechBridge comprehensive technology assessment
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.**
Identifying Literacy Best Practices
What L4L will look and feel like in 2022

• L4L will scale bright spots to serve the students who are most in need in Metro ATL - L4L will focus on equity by identifying proven strategies to address the core indicators.

• Programmatic work will be prioritized over policy and advocacy – L4L will lead by scaling what works and will not take a leadership role on policy and advocacy.

• Amplified investment on 3rd grade literacy will serve as a foundation to the other indicators - L4L will maintain ongoing efforts on math and postsecondary success.

• L4L will set 10-year targets for each indicator - L4L will track progress over time and ensure mutual accountability.
Amplifying early grade literacy efforts

1. We will continue to support our current bright spots,

   and...

2. We will identify another set of bright spots to scale to more students
Our Work Today

Goal
We will analyze data to discover bright spots in our region that can be replicated at scale

Today’s Process
Identify top-performing schools to spotlight high-potential strategies
8th Grade Math Network Example

% of Economically Disadvantaged Students Scoring Proficient & Above

% of Economically Disadvantaged Students

EOG
Activity: Identify schools for learning visits

Goal
Find scalable strategies

How
• Determine criteria priorities
• Review schools
• Come to table and network consensus
Two Views of High-Performing Schools

• **Group 1**: End-of-Grade (EOG) **Proficiency** & Economically Disadvantaged (ED)

• **Group 2**: End-of-Grade (EOG) **Growth** & Economically Disadvantaged (ED)
Fun with Statistics!

99.7% of the data are within 3 standard deviations of the mean

95% within 2 standard deviations

68% within 1 standard deviation

Image: Business Insider
Outlier Group 1: EOG Proficiency of Economically Disadvantaged Students by % Economically Disadvantaged

- Proficiency of ED students (L4L Regional Avg. = 24.8%)
- Proficiency of ALL students (L4L Regional Avg. = 39.4%)
- % of ED Students Enrolled (L4L Regional Avg. = 59.2%)

Source: GOSA, 2017-2018 Georgia Milestones End-of-Grade Assessments by Grade
## Outlier Group 1: EOG Proficiency of Economically Disadvantaged Students by % Economically Disadvantaged

<table>
<thead>
<tr>
<th>School</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robert Shaw Theme School</td>
<td>DeKalb County</td>
</tr>
<tr>
<td>KIPP STRIVE Primary</td>
<td>Atlanta Public Schools</td>
</tr>
<tr>
<td>The Kindezi School</td>
<td>Atlanta Public Schools</td>
</tr>
<tr>
<td>Shiloh Elementary School</td>
<td>Gwinnett County</td>
</tr>
</tbody>
</table>

*Source: GOSA, 2017-2018 Georgia Milestones End-of-Grade Assessments by Grade; GADOE, Student Enrollment by Grade Level (PK-12), FTE 2019-1*
Outlier Group 1: EOG Proficiency of Economically Disadvantaged Students by % Economically Disadvantaged

<table>
<thead>
<tr>
<th>School</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burnette Elementary School</td>
<td>Gwinnett County</td>
</tr>
<tr>
<td>Grayson Elementary School</td>
<td>Gwinnett County</td>
</tr>
<tr>
<td>Sugar Hill Elementary School</td>
<td>Gwinnett County</td>
</tr>
<tr>
<td>Freeman's Mill Elementary School</td>
<td>Gwinnett County</td>
</tr>
<tr>
<td>Trip Elementary School</td>
<td>Gwinnett County</td>
</tr>
</tbody>
</table>

Source: GOSA, 2017-2018 Georgia Milestones End-of-Grade Assessments by Grade; GADOE, Student Enrollment by Grade Level (PK-12), FTE 2019-1
Outlier Group 2: Growth in EOG Proficiency of Economically Disadvantaged Students by % Economically Disadvantaged

Growth of Proficiency in ED students (L4L Regional Avg. = 1.5 pts)

Growth of Proficiency in ALL students (L4L Regional Avg. = 1.6 pts)

% of ED Students Enrolled (L4L Regional Avg. = 59.2%)

Source: GOSA, 2017-2018 Georgia Milestones End-of-Grade Assessments by Grade
Outlier Group 2: Growth in EOG Proficiency of Economically Disadvantaged Students by % Economically Disadvantaged

<table>
<thead>
<tr>
<th>School</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Powder Springs Elementary School</td>
<td>Cobb County</td>
</tr>
<tr>
<td>Bazoline E. Usher/Collier Heights Elmentary School</td>
<td>Atlanta Public Schools</td>
</tr>
<tr>
<td>Annistown Elementary School</td>
<td>Gwinnett County</td>
</tr>
<tr>
<td>Dunleith Elementary School</td>
<td>Marietta City</td>
</tr>
<tr>
<td>Pointe South Elementary School</td>
<td>Clayton County</td>
</tr>
<tr>
<td>Centennial Academy</td>
<td>Atlanta Public Schools</td>
</tr>
<tr>
<td>Henderson Mill Elementary School</td>
<td>DeKalb County</td>
</tr>
</tbody>
</table>

Source: GOSA, 2017-2018 Georgia Milestones End-of-Grade Assessments by Grade; GADOE, Student Enrollment by Grade Level (PK-12), FTE 2019-1
School Selection Criteria

- Growth
- Proficiency
- Race
- Economically disadvantaged
- Charter school
- Traditional district school
- Variety amongst districts
- Other
School Visit Selection

In table groups

1. Prioritize the criteria list; what matters a lot? What matters a little? Fill in your flip charts

2. Review high-performing school data

3. Select 3 schools that align with your criteria
School Visit Selection

Whole group

1. Share your table’s top priorities and chosen schools

2. Come to group consensus on top 3-5 schools to visit
School Visit Next Steps

• Expect calendar invitations

• Review the school interview protocol; share input for revisions

• RSVP if you can attend

• We will report findings at our next meeting
Network Next Steps

Survey – please complete now

Upcoming meetings:
• Thursday, September 5
• Thursday, November 7

Connect on Twitter: @L4LMetroAtlanta