Who’s In the Room?

- Name
- Title
- Organization

At your Tables –

*One word to describe the start of your school year?*
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

COBB  GWINNETT
FULTON  DEKALB
CLAYTON

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
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 Change Action Networks (CAN)

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

PHASE 1
PHASE 1
PHASE 3
PHASE 2
PHASE 2
of the 2014 graduating class was enrolled in a post-secondary institution after 16 months.

74%

of the 2012 graduating class had earned a post-secondary degree or credential by 2017.

27%
# Post-Secondary Factor Analysis: Success Factors

## Enrollment
- Social Skills and Family Support
- College-Going Culture
- Academic Preparation
- Exposure to College
- College Entrance Exams
- College Applications
- Financial Support (FAFSA)
- Good Fit and Match

## Completion
- Social and Academic Norms
- College Enrollment
- College Orientation
- Academic Support
- Financial Support
- Appropriate Coursework
- Career Exposure
Selected Post-Sec Bright Spots

- Financial Support (FAFSA)
- College-Going Culture
- Academic Preparation
Post-Secondary Network Update: Tracking Interim Progress

• Current regional measures are summative

• Interim measures can:
  o Provide timely insight into progress
  o Set regional baseline
  o Drive action to impact post-secondary completion

*Network is working with Leadership Council to develop common measures*
Measures Connected to College Success

- Took AP/IB/Dual Enrollment Courses
- Required High School Curriculum for USG Admission
- College "Quality"
- Took SAT/ACT
- Retook SAT/ACT
- SAT/ACT Score
- SAT/ACT Scores Above USG Minimum
- GPA Above USG Minimum
- Freshman Index Above USG Minimum
- FAFSA Completion
The Work of the 3rd Grade CAN
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
Global Target: Improve 3rd grade reading proficiency rate in metro Atlanta.
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.
Overarching Goal: Scale adoption of Read Right from the Start

PHASE I: DISCOVERY

PHASE II: AMPLIFY VISIBILITY

PHASE III: DRIVE ADOPTION
Literacy Reform Adoption and Implementation

The work of Learn4Life

- Convene a Design Lab series with district academic leads to develop two-way ambassadorship between Cox and participating districts
- Use Design Lab feedback to inform ongoing development priorities
- Launch multi-pronged messaging campaign using electronic, social media, and in-person connections to reach school leaders and teachers
Delivering on the Strategic Plan

• **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. Will identify another set of bright spots to scale to improve literacy across the region.
Focusing Our Work

Kindergarten Readiness 3rd Grade Reading Proficiency 8th Grade Math Proficiency High School Graduation Post-Secondary Enrollment Post-Secondary Completion

Physical Health Teacher Effectiveness Early Childhood Education

Get Georgia Reading
Focusing Our Work

Kindergarten Readiness

3rd Grade Reading Proficiency

8th Grade Math Proficiency

High School Graduation

Post-Secondary Enrollment

Post-Secondary Completion

1

Physical Health

2

Teacher Effectiveness

3

Early Childhood Education

4

5

6

GET GEORGIA READING
3rd Grade Reading Excellent School Visits

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
3rd Grade Reading Excellent School Visits

<table>
<thead>
<tr>
<th>School</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Powder Springs Elementary</td>
<td>Cobb</td>
</tr>
<tr>
<td>Dunleith Elementary</td>
<td>Marietta</td>
</tr>
<tr>
<td>Usher-Collier Elementary</td>
<td>APS</td>
</tr>
<tr>
<td>Annistown Elementary</td>
<td>Gwinnett</td>
</tr>
<tr>
<td>Robert Shaw Traditional Theme School</td>
<td>DeKalb</td>
</tr>
</tbody>
</table>

Common strategies across schools

- Focus on instructional coaching and frequent feedback to teachers
- Deep analysis of assessments and other student data to inform instruction
- Learning all students as individuals
- Collaborative planning time
- Restorative discipline practices
Powder Springs Strategies

- Arts-integration strategies and instructional focus
- WIGS parent conferences
- Balanced literacy instruction
- Ensure teachers reach the close of each lesson
- Teacher looping
- i-station (bought with title I funds)
- Vertical planning with other grade levels
Dunleith Strategies

• Decreased class sizes from 20-25 to 16-20 by giving every EIP teacher a homeroom
• Shifted to units of study in k-5
• Coaches began modeling and side-by-side teaching
• Removed all academic programs on computers to focus on teaching
• Every teacher on full TKES – 6 observations
• Sent teachers to outside PD opportunities (metro RESA, Ron Clark, GBF, etc.)
• Hired retired teachers as tutors during school day
• Community outreach (met parents at HOA’s etc.)
Usher-Collier
Usher-Collier Strategies

- Ecosystem of community partnerships (Rollins, CHRIS 180, HandsOn Atlanta, etc.)
- Summer enrichment program
- Focus on moving “bubble” students
- Parent university 4x yearly
- Don’t believe in silence for children
- Assigned strongest teachers to k-2 instead of 3-5
- Hire retired teachers as tutors
- Trauma-informed practices – first for adults, then children
Annistown
Annistown Strategies

• Shifted to units of study (Lucy Calkins)
• Grouped students based on need by week 3 of school
• Mentor teachers for new (0-2 years) teachers
• Balanced literacy
• Instructional focus teams align standards to instruction
• District-provided interventions for tiers 2, 3
Focusing Our Work

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

- Physical Health
- Teacher Effectiveness
- Early Childhood Education
- Planning and Preparation
- The Classroom Environment
- Instruction
- Professional Responsibilities
Framework for Teaching

Danielson’s Four Domains

- Planning and Preparation
- The Classroom Environment
- Instruction
- Professional Responsibilities
Activity: Discuss School Challenges and Metrics

In order to identify effective strategies, we have to be clear about what challenges we are trying to address.

In pairs at your table:
1. What challenges do schools face in each [Danielson] domain? Edit and validate the list on your blue paper.

At your table:
2. How do we measure these challenges?
Network Next Steps

Survey – please complete now
http://bit.ly/L4L_Reading

Upcoming meetings:
• Thursday, November 7
• Thursday, January 9

Follow us on Twitter: @L4LMetroAtlanta