Early Literacy
Change Action Network
November 7, 2019
Who’s In the Room?

- Name
- Title
- Organization

At your Tables –

*What’s your favorite children’s book?*
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

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.

Learn4Life
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
L4L Change Action Networks (CAN)

PHASE 1
- Kindergarten Readiness

PHASE 1
- 3rd Grade Reading Proficiency

PHASE 3
- 8th Grade Math Proficiency

PHASE 2
- High School Graduation

PHASE 2
- Post-Secondary Enrollment

PHASE 2
- Post-Secondary Completion
74% of the 2014 graduating class was enrolled in a post-secondary institution after 16 months.

27% of the 2012 graduating class had earned a post-secondary degree or credential by 2017.
Post-Secondary Factor Analysis: Success Factors

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

**Completion**
- Social and Academic Norms
- Financial Support
- College Enrollment
- Appropriate Coursework
- College Orientation
- Career Exposure
- Academic Support
Counseling Support is Limited in HS

Georgia's counselor to student ratio is 1 to 466, about 38 min per student per year (2019).

Selected Post-Sec Bright Spots

Financial Support (FAFSA)

College-Going Culture

Academic Preparation
Post-Secondary Network Update: Tracking Interim Progress

- Interim measures can:
  - Provide timely insight into progress
  - Set regional baseline
  - Drive action to impact post-secondary completion
Measures Connected to College Success

- GPA Above USG Minimum
- Took AP/IB/Dual Enrollment Courses
- FAFSA Completion
- Required High School Curriculum for USG Admission
- College "Quality"

- SAT/ACT
  - Participation
  - Scores
  - Retakes

- SAT/ACT Scores Above USG Minimum
- Freshman Index Above USG Minimum
<table>
<thead>
<tr>
<th>Proposed Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AP/IB/Dual Enrollment</strong></td>
</tr>
<tr>
<td>▪ Fraction of graduates who took at least one AP/IB/Dual Enrollment course</td>
</tr>
<tr>
<td><strong>ACT/SAT Success</strong></td>
</tr>
<tr>
<td>▪ Fraction of high school graduates with ACT or SAT above USG minimum</td>
</tr>
<tr>
<td><strong>FAFSA</strong></td>
</tr>
<tr>
<td>▪ Fraction of students who complete FAFSA by certain date.</td>
</tr>
</tbody>
</table>
Focusing Our Work for Phase II

Kindergarten Readiness

1

3rd Grade Reading Proficiency

2

8th Grade Math Proficiency

3

High School Graduation

4

Post-Secondary Enrollment

5

Post-Secondary Completion

6

Key Indicators

Developing

Academic Preparation

Financial Support

College-Going Culture

ACT/SAT Success

FAFSA Completion

Rigorous Coursework

Barriers

Barriers

Barriers
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

Interventions/Strategies

Physical Health
Birth Outcomes
Adult Literacy
Early Childhood Education
Teacher Preparation
Social-Emotional Competence
School and Classroom Climate
Children’s Mental Health
Attendance
Language Development
Summer Learning Loss
3rd Grade Reading Change Action Network Progress

- Launching additional workgroup managed by GLISI to improve enrollment
- Increased connections to funders and expanded partnerships
- Side-by-side year
  - Citywide worksheet
  - Supporting large “asks”
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.
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
Focusing on Scale Through Design Thinking

Elisa: Early Career 1st Grade Teacher
- First grade teacher in second year of teaching
- School-wide focus is on literacy
- At 9 week TKES observation, principal feedback for Elisa was to hone her classroom procedures, align her practice to school plan and curriculum, and better individualize literacy instruction

Doug: Assistant Superintendent C&I
- Assistant Superintendent in first year of district office role, brought in with new superintendent who he’d worked with in previous district.
- Taught high school American Literature and writing for 6 years. Was a high school AP for 4 years and middle school principal for 4 years.
- Openly acknowledges he is not knowledgeable about literacy instruction at early elementary.
- District academic success (or lack thereof) clearly maps back to grades K-2. Only 34% of 3rd grade students are reading at grade level (based on Lexile score based on Milestones)

Angela: Fifth Year Principal
- Been in this school for 15 years. Was 3rd grade teacher for 8 years, AP for 2 years, and then became principal in 2014.
- Well-respected in district by peers. It was said about her when she was in the classroom that “She could teach a rock to read.”
- Superintendent changed in last two years and brought in a new C&I district lead.
- District has historically given building leaders lots of autonomy over curriculum and instruction, setting only common measures to ensure uniform student progress across schools.
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
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- Post-Secondary Enrollment
- Post-Secondary Completion

1. Physical Health
2. Teacher Effectiveness
3. Early Childhood Education
4. GET GEORGIA READING

Learn4Life
Focusing Our Work

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

GET GEORGIA READING
THE DANIELSON GROUP
Learn4Life
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
Excellent Schools are Everywhere
Today’s work

- What challenges do teachers face in being effective in each domain?

- At our next meeting, we will match the most pressing challenges with strategies we learned about in our excellent school visits.
**Activity: Identify top challenges in each domain**

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

In pairs or triads at your table:
1. In your experience, which of these challenge/metric pairs most affects teacher effectiveness?

With your whole table:
2. Place your challenges on the chart by ability to impact and significance.
Next steps with teacher effectiveness challenges

• At our next meeting, we will match the most pressing challenges with strategies we learned about in our excellent school visits.
Network Next Steps

Survey – please complete now

Upcoming network meetings:
• Thursday, January 9
• Thursday, February 27

Cox Campus Design Labs:
• Tuesday, November 19
• Thursday, January 30

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We’re hiring a Data Analyst! Please share the job description with your networks. Send cover letters and resumes to careers@l4lmetroatlanta.org