Who’s In the Room?

• Name
• Title
• Organization

At your Tables –

What book would you recommend to your colleagues?
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
L4L Change Action Networks (CANs)

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-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
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
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

[Learn4Life logo]
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
Vision Movement to Engage Business Partners

• Partnering with Deloitte to develop fund raising plan to reach unmet glasses need for 87,000 children
  - Highlight examples of nonprofit – corporate partnerships which they think would be exemplary
  - Identify good prospective corporate partners to support our work
Reach Out and Read is Growing!

Incorporates books into pediatric care and encouraging families to read aloud together.

Scaling success through:
- Investing in fundraising/development
- Expanding pediatric partnerships
- Positive communications/word of mouth

<table>
<thead>
<tr>
<th>Year</th>
<th># of sites</th>
<th>Children served</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>89</td>
<td>87,366</td>
</tr>
<tr>
<td>2019</td>
<td>161</td>
<td>&gt;115,000</td>
</tr>
</tbody>
</table>
Focusing on Scale Through Design Thinking

Next Design Lab
Friday, February 7
11:30am-2:00pm
Atlanta Speech School

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.

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.
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.
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
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
Focusing Our Work

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Physical Health
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Early Childhood Education

Planning and Preparation
The Classroom Environment
Instruction
Professional Responsibilities

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Challenges to Teacher Effectiveness

Planning and Preparation
- Low quality professional development
- Lack of time to plan and collaborate
- New teacher under-preparedness
- Gaps between colleges of ed and districts

The Classroom Environment
- Low student engagement
- Punitive discipline practices
- Lack of culturally relevant instruction
- Large class sizes
- Poor leadership

Instruction
- Low teacher content knowledge
- Lack of instructional resources
- Lecture style or teacher-heavy instruction
- Low expectations from staff

Professional Responsibilities
- High staff turnover
- Lack of parent engagement
- Low connection with community
- Lack of time to complete all responsibilities
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We have prioritized the challenges facing teacher effectiveness

• Teacher professional development
• Teacher content knowledge
• New teacher preparation

The strategies we select to scale across the region align with the most pressing challenges to teacher effectiveness.
Strategies from high-performing school visits

1. Arts integration
2. Trauma-informed practices
3. Units of study
4. Retired teacher tutors
5. Teacher mentorship
6. External professional development
7. Assign EIP teachers homerooms
Activity: Prioritize strategies from high-performing school visits

With your table:
1. Choose a table recorder
2. Individually complete the rubric for each strategy 1 (low) through 5 (high) for each criteria.
3. Discuss and come to rating consensus at your table.

Whole room:
4. Share your table’s totals for each strategy.
5. Come to consensus on which strategies we will investigate further.
**Activity:** What questions do you have about the strategies we prioritized?

In pairs or triads, write on your blue paper:
What additional information do you need to further evaluate our selected strategies as potential bright spots?
Follow up steps

• Review requested information

• Review bright spot rubric

• Analyze strategies to determine which are best fits for Bright Spot recommendations
Collaboration Announcement

• Apply for an L4GA grant through GaDOE
  - Grants require community partnership and community literacy planning
  - Priority is given to LEAs with poverty, identified schools, low achievement, high literacy growth, and rural
  - Due mid-February
Network Next Steps

> **Survey** – please complete now

**Upcoming network meetings:**
- Thursday, February 27
- Thursday, May 7
- Thursday, July 16

**Cox Campus Design Lab:**
- Friday, February 7

Follow us on Twitter: @L4LMetroAtlanta