



Learn4Life
Metro Atlanta Regional Education Partnership

Early Literacy Change Action Network September 5, 2019

Who's In the Room?

- Name
- Title
- Organization

At your Tables –

One word to describe the start of your school year?

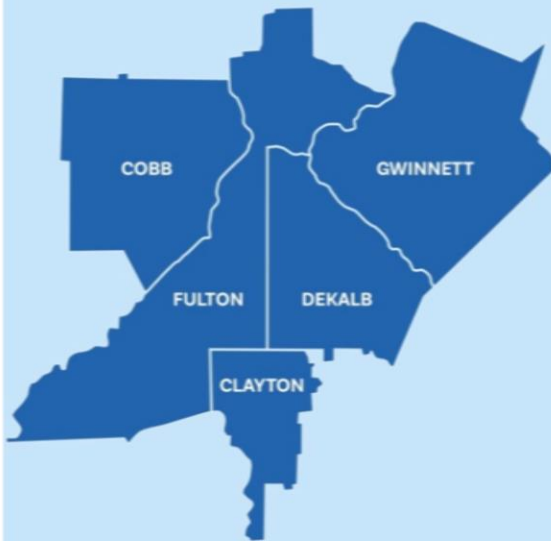
Learn4Life is a collective impact effort focused on “raising the education bar” in Metro Atlanta

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



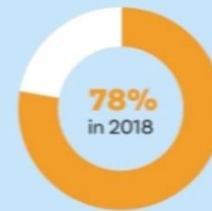
K-12 Students

2017-2018

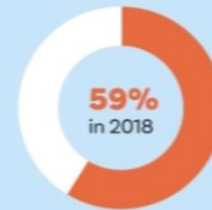
606,992

2010-2011

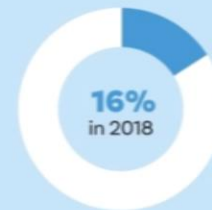
569,159



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



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



Limited English
Change in Eight Years, 2010-2018
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**

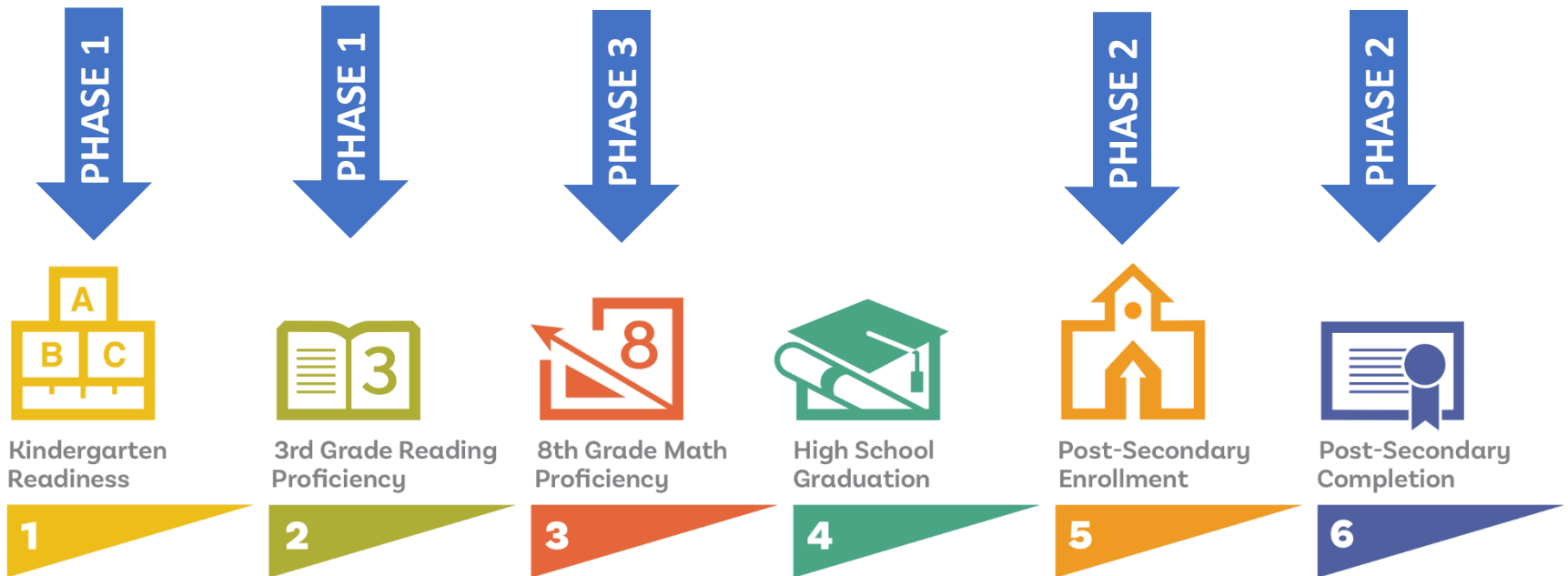


*...in an environment of
sustained trust, learning, and
momentum*

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)





Post-Secondary Enrollment

74%

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



Post-Secondary Completion

27%

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

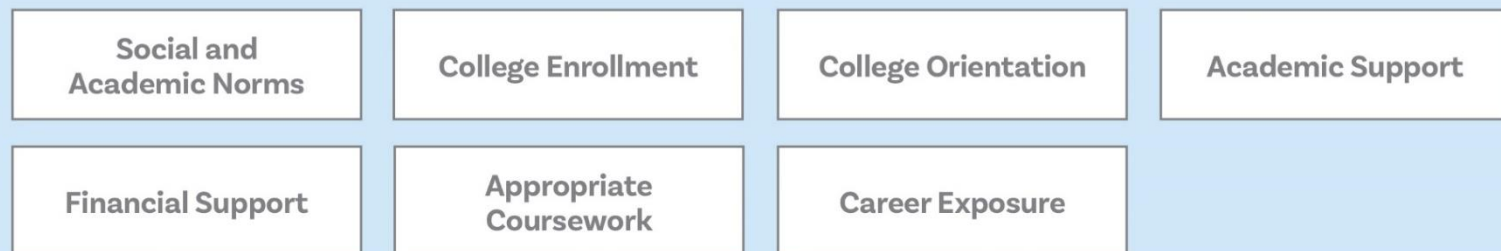
Post-Secondary Factor Analysis: Success Factors

■ Change Action
■ Network focus areas

Enrollment



Completion



Selected Post-Sec Bright Spots

**Financial
Support (FAFSA)**



**College-Going
Culture**



**Academic
Preparation**



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Post-Secondary Network Update: Tracking Interim Progress

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



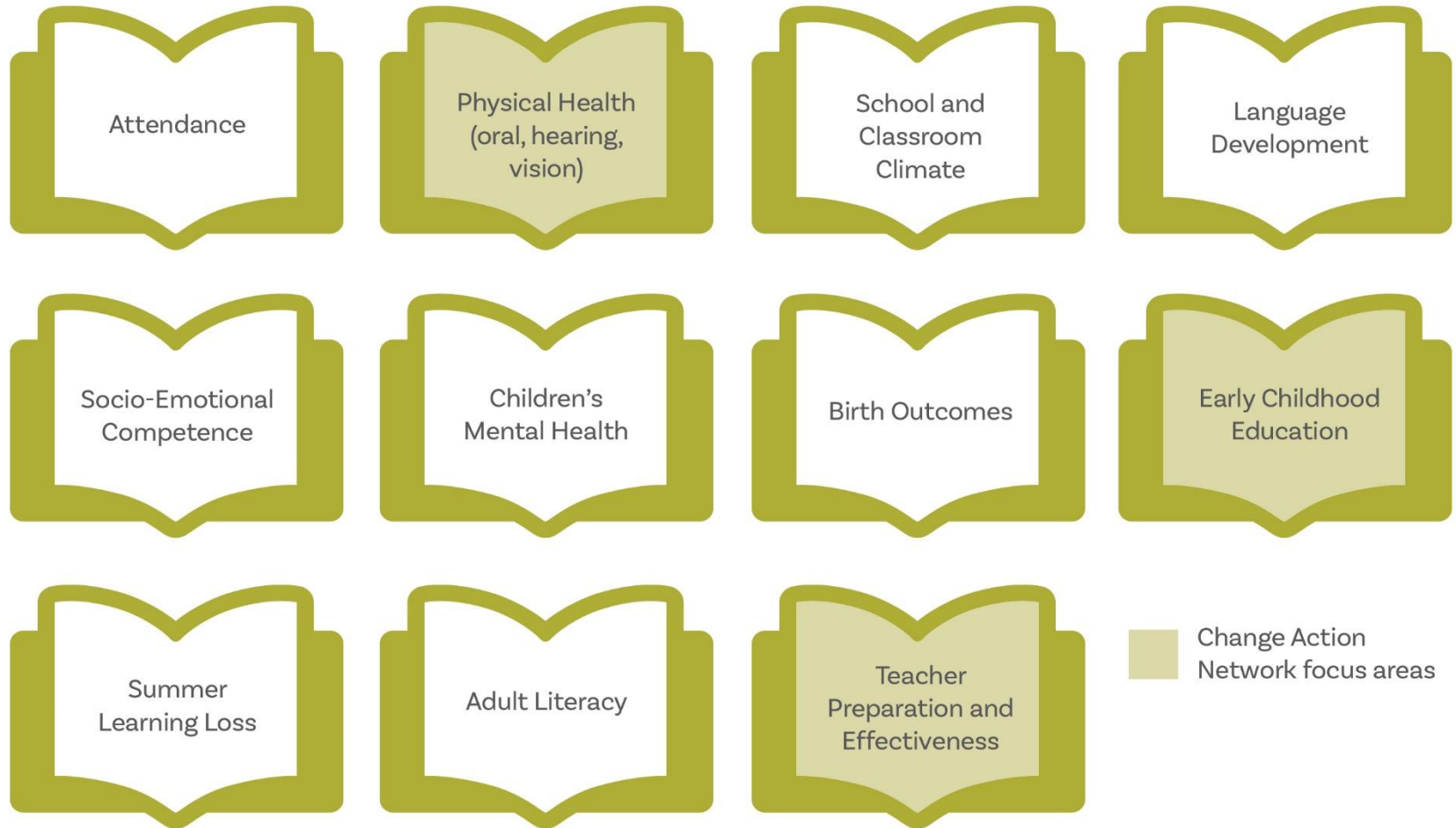
Network is working with Leadership Council to develop common measures

Measures Connected to College Success

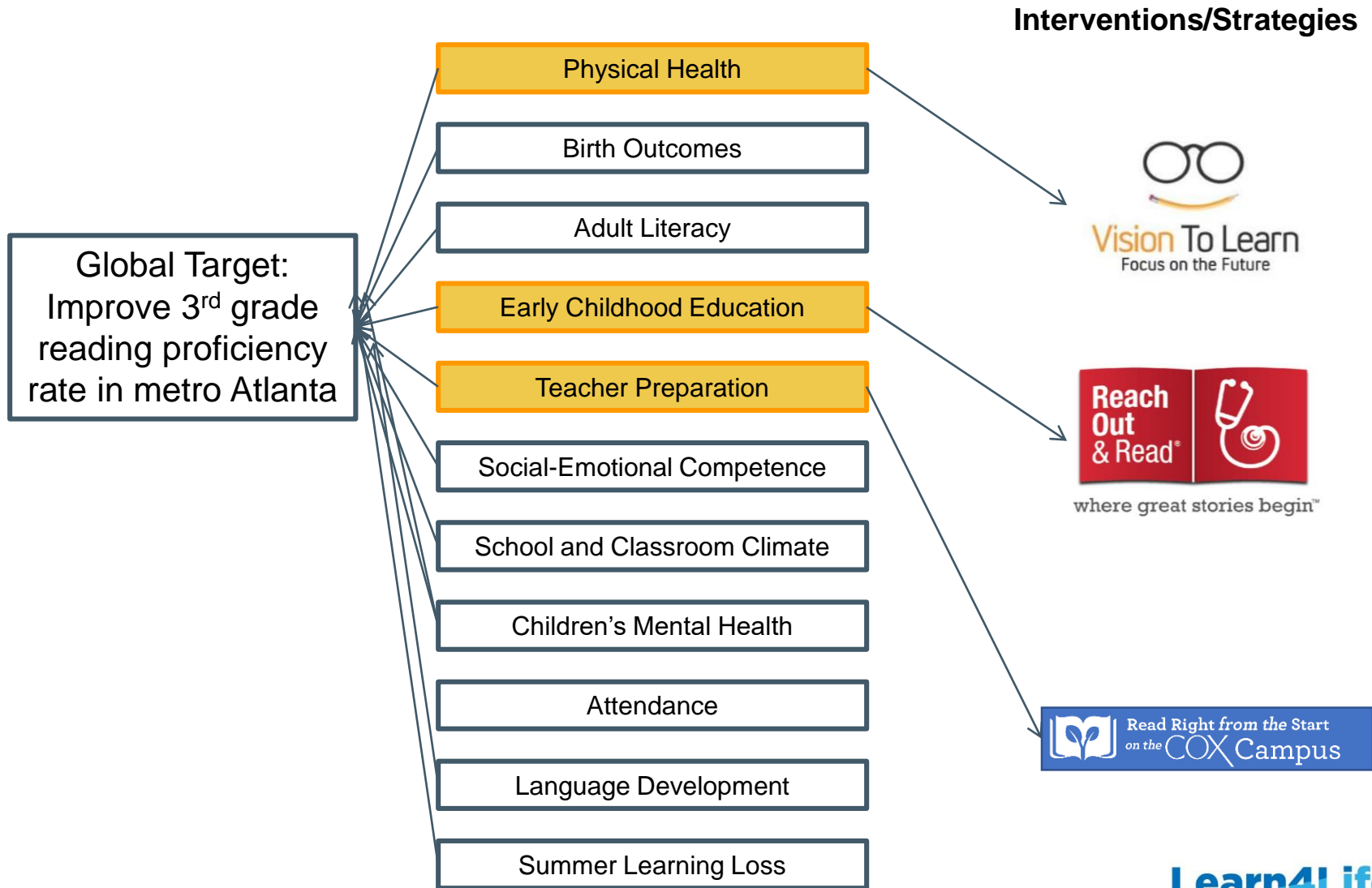
- Took AP/IB/Dual Enrollment Courses
- Required High School Curriculum for USG Admission
- College "Quality"
- Took SAT/ACT
- Retook SAT/ACT
- SAT/ACT Score
- SAT/ACT Scores Above USG Minimum
- GPA Above USG Minimum
- Freshman Index Above USG Minimum
- FAFSA Completion

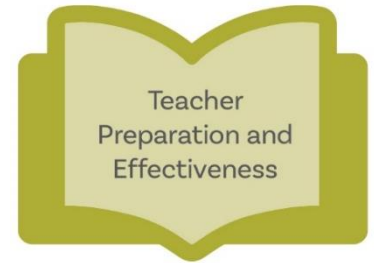
The Work of the 3rd Grade CAN

Third Grade Reading Proficiency Factors



3rd Grade Network Key Driver Diagram





- 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.



Read Right from the Start
on the COX Campus

Literacy Reform Adoption and Implementation

Cox Campus
– L4L
Partnership

**Overarching Goal: Scale adoption of
Read Right from the Start**

PHASE I: DISCOVERY

PHASE II: AMPLIFY VISIBILITY

PHASE III: DRIVE ADOPTION



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

Unaware

Aware

Understand

Believe

Act

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.
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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

1



3rd Grade Reading Proficiency

2



8th Grade Math Proficiency

3



High School Graduation

4



Post-Secondary Enrollment

5



Post-Secondary Completion

6



Physical Health

Teacher Effectiveness

Early Childhood Education



GET GEORGIA READING

Focusing Our Work



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Readiness

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3rd Grade Reading
Proficiency

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Graduation

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Physical
Health

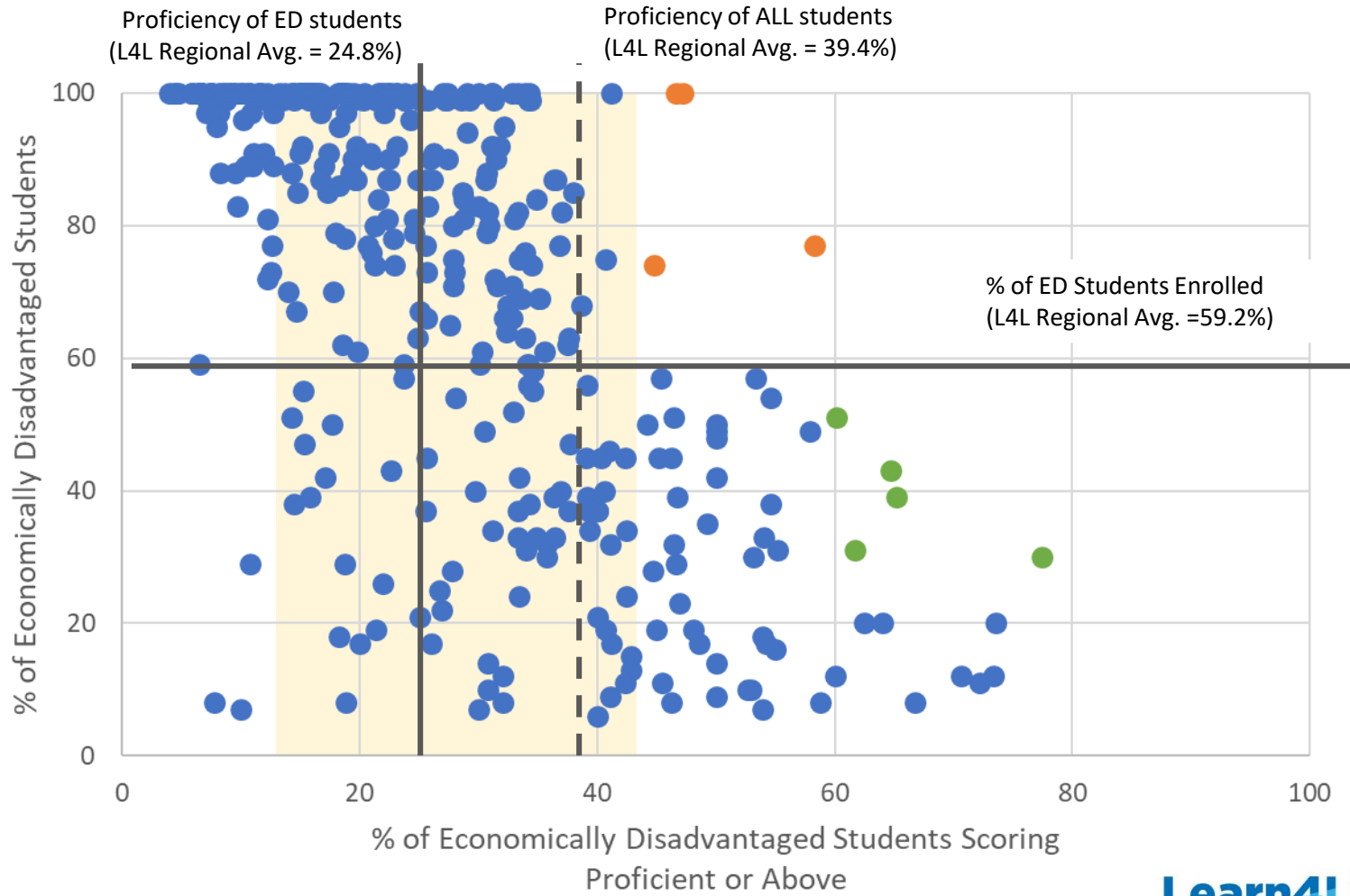
Teacher
Effectiveness

Early
Childhood
Education



GET GEORGIA
READING

3rd Grade Reading Excellent School Visits



Source: GOSA, 2017-2018 Georgia Milestones End-of-Grade Assessments by Grade

3rd Grade Reading Excellent School Visits

School	District
Powder Springs Elementary	Cobb
Dunleith Elementary	Marietta
Usher-Collier Elementary	APS
Annistown Elementary	Gwinnett
Robert Shaw Traditional Theme School	DeKalb

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



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



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



Kindergarten Readiness

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3rd Grade Reading Proficiency

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8th Grade Math Proficiency

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High School Graduation

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Post-Secondary Enrollment

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Post-Secondary Completion

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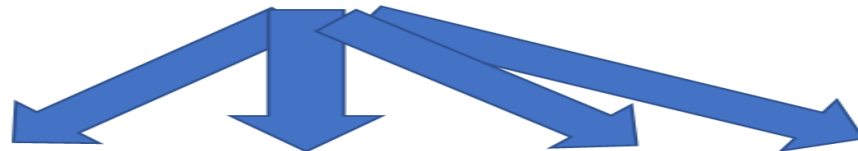
Physical Health

Teacher Effectiveness

Early Childhood Education



GET GEORGIA READING



Planning and Preparation

The Classroom Environment

Instruction

Professional Responsibilities

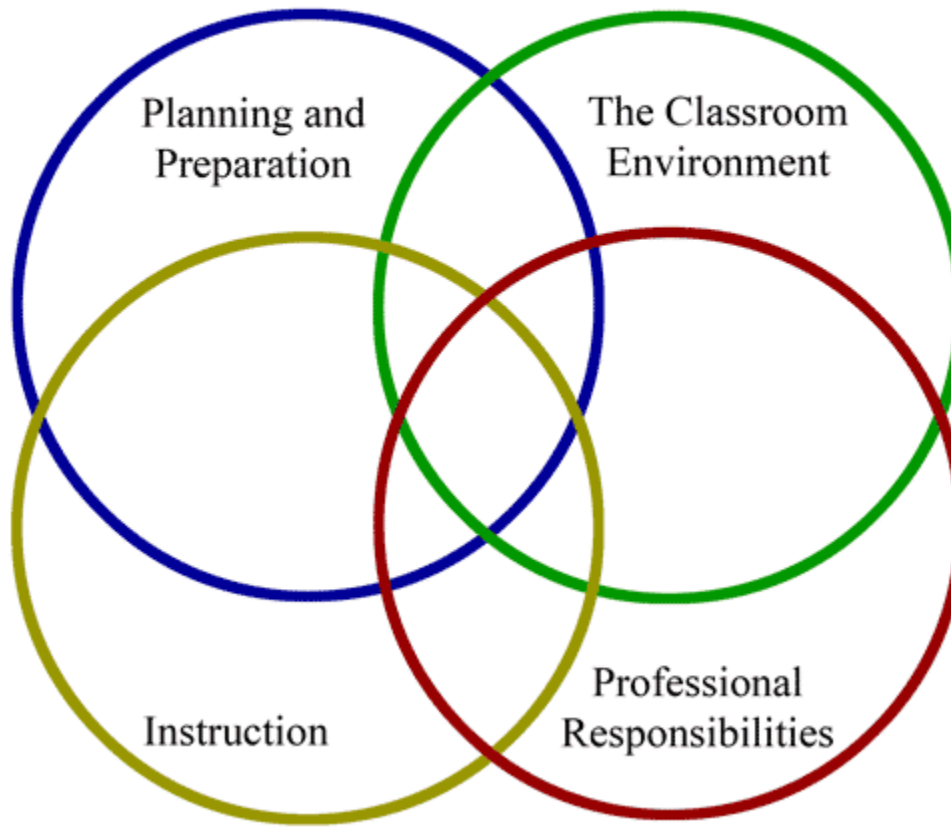


THE DANIELSON GROUP

Learn4Life

Framework for Teaching

Danielson's Four Domains



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