

State of Education in Metro Atlanta: Baseline Report 2017

Learn4Life
Metro Atlanta Regional Education Partnership





INTRODUCTION

Metro Atlanta is a diverse, vibrant region. We choose to call this place home because it offers the promise of a community that is welcoming, dynamic and prosperous. Unfortunately, this promise is unrealized because the social and economic determinants of successful outcomes are not evenly distributed throughout the region. As a region, too many students are not achieving at the levels they will need to be productive or contribute to our region’s vitality. We know both academically and intuitively that a well-rounded, rigorous education is the key to success. At every level. Research is clear what outcomes are key for a growing, healthy community:



The purpose of this report and of Learn4Life is to set a baseline for where the region is today. More importantly, it is to serve as a call to action. We are not one program, one investment or one good idea away from transforming the educational experience for the 600,000 students in metro Atlanta. It will take collective energy, collective will and collective commitment, for many years, to have a collective impact. We look forward to reporting annually on our progress on these key indicators: documenting success and learning from temporary setbacks.

By sharing data, learning from each other and highlighting and investing in practices that are working here today in our region, we believe Atlanta can be on a trajectory that ensures all of our students learn for today and learn for life.

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WHAT IS LEARN4LIFE?

Learn4Life (L4L) is the Metro Atlanta Regional Education Partnership, a collaborative effort that brings together school systems, local communities, business and nonprofits to drive resources and energy to proven solutions. These solutions are based on common goals and shared benchmarks. Our overall goal is to improve workforce readiness and student achievement using a data-driven, collective impact approach.

Learn4Life convenes partners into action teams that focus on improving specific outcomes and key metric indicators. These partners work together to leverage existing resources, including local communities, to engage in collective action around a very specific outcome. These teams use data to communicate progress and hold each other accountable, direct action in specific areas of need and highlight areas of achievement on a wide, metropolitan scale.

When we decide as a community to take action based on what is shown by data to be impactful and where it is most needed, we begin to be more effective with our region's finite resources.

Executive Committee

Learn4Life is governed by an Executive Committee comprised of four regionally-focused organizations that partnered together to advance this effort.



The Community Foundation
FOR GREATER ATLANTA



United Way of
Greater Atlanta

Executive Champions

Executive Champions are senior members of the metro Atlanta business community who bring their leadership, influence and advocacy to support the Learn4Life vision.

Learn4Life Vision

To ensure that each and every child is a thriving citizen who achieves success in school, career and life and is actively engaged in our community.

Learn4Life Mission

- Collect and analyze data to measure our success and indicate where additional focus may be needed;
- Engage partners (education, business and community partners, along with families and students) in a regional cradle-to-career initiative;
- Align educational efforts and resources to ensure success for each and every child.

APPROACH

Structure

To address the systematic challenges we face in metro Atlanta, we need to reflect on our current performance and build on current, emerging success.

It's time to take a regional approach to public education. Learn4Life will work to break down walls to build communities of diverse organizations and people dedicated to shared outcomes.

Working together is easier said than done, requiring a sustained focus on target outcomes, communicating and collaborating openly and employing a spirit of continuous improvement to always aim to do things better.

The first step to collective work is to build a truly representative team composed of on the ground leaders. This group is known as the Leadership Council, and it is a diverse collection of senior executives throughout the metro area. Their support will guide this work to overcome barriers and bring together regional stakeholders to engage in this focused effort.

Convening stakeholders together around six critical, well-defined metrics has shown meaningful improvements. Cities like Cincinnati, Dallas, Minneapolis and dozens of others are real time examples of this success. Their success has been built around a team of key conveners (practitioners, advocates, community representatives, business leaders and other key stakeholders) identifying what is working in our communities and aligning resources to bring those ideas to scale.

Key Elements

- Common Agenda: A regional approach where all partners share a common vision for change
- Shared Measurement: All partners agree on how success is measured, and we share these data and analyses
- Reinforcing Activity: All partners coordinate individual and joint actions to support our common agenda
- Continuous Communication: All partners communicate openly and honestly to build trust, motivation and shared accountability
- Support: All our partners commit both financially and personally to this joint approach

What Learn4Life Is Not!

- A new direct service program;
- A replacement or repeat of existing successful programs competing for scarce resources;
- A large layer of bureaucracy.

How Will Learn4Life Measure Success?

In all activities, we use data as a flashlight, not as a hammer. We want to lift up successful practices throughout the region using an evidence-based approach.

- We collect and analyze data to shape our work;
- Share accountability for results;
- Focus resources on what works to help meet our shared goals.

LEARN4LIFE LEADERSHIP COUNCIL

Pre-K - 12 Education

Dr. Meria Carstarphen, Superintendent
Atlanta Public Schools

Dr. David Dude, Superintendent
City Schools of Decatur

Dr. R. Stephen Green, Superintendent
DeKalb County School District

Luvenia Jackson, Superintendent
Clayton County Public Schools

Chris Ragsdale, Superintendent
Cobb County School District

Dr. Grant Rivera, Superintendent
Marietta City Schools

Dr. Jeff Rose, Superintendent
Fulton County Schools

Alvin Wilbanks, CEO and Superintendent
Gwinnett County Public Schools

Higher Education

Dr. Glen Cannon, President
Gwinnett Technical College

Dr. Tim Hynes, President
Clayton State University

Claire Sterk, President
Emory University

Philanthropic

Dena Kimball, Executive Director
The Reneda Fund

Alicia Philipp, President*
The Community Foundation for Greater Atlanta

Kappy deButts, Executive Director
The Zeist Foundation

Community

Kim Anderson, CEO
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Metro Atlanta Chamber

Sylvia Russell, Former President †
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David Scheible, Former President and CEO †
Graphic Packaging International

Henry Walker, Chairman
Kilpatrick Townsend & Stockton LLP

Government

Doug Hooker, Executive Director*
Atlanta Regional Commission

Dennis Lockhart, Former President and CEO †
Federal Reserve Bank of Atlanta

*denotes Executive Committee Members

† denotes Executive Champions

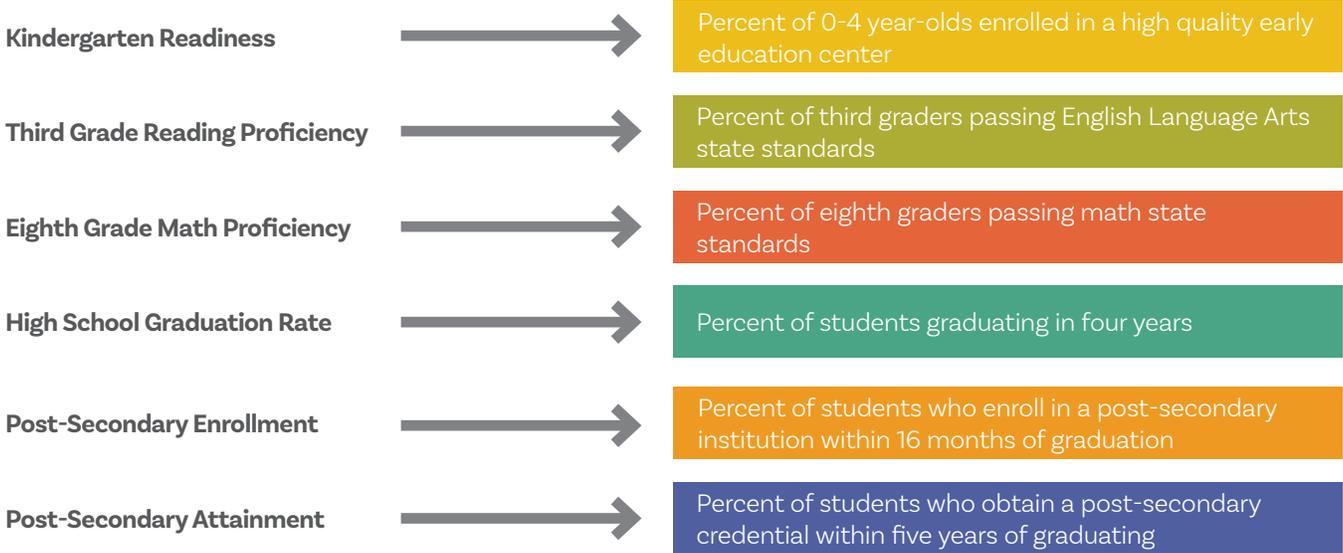
HOW WE WORK

Learn4Life is part of a national alliance of communities doing similar work which enables us to draw from best practices - and share our own - with organizations in more than 65 communities nationwide. Together, we follow an approach known as collective impact, which brings community together around aligned goals to drive community-level outcomes.

The five components of Learn4Life's framework are shown below. The framework was designed based on input from the metro Atlanta region. We believe these five components create the dynamics required to transform how, and how well, metro Atlanta prepares its residents for success from birth to contributing back to the community. Our key community indicators are in sync with the United Way's Child Well Being Index.

The Learn4Life Framework for Community Transformation

1 A shared vision of a community education continuum 2 Research-based community level outcomes



- 3 Action Networks are composed of community leaders, experts, parents, and practitioners working together to use data and a continuous improvement process to identify and adopt practices that impact a community-level outcome. Two Action Networks have been formed: Kindergarten Readiness and Third Grade Reading Proficiency.
- 4 A backbone team that provides support to the Action Networks. The backbone performs keys functions like meeting facilitator, data team coordination and steady communications to keep stakeholders informed.
- 5 Community engagement across public, private and nonprofit sectors and people who will be served by Learn4Life, with an emphasis on including people who in the past have been marginalized.

THE SIX KEY INDICATORS: WHY THEY MATTER

Educational achievement is fundamental to a region's success. To objectively and accurately assess our region's achievement, we follow the research to focus on key community-level indicators. These indicators are supported by research as key contributors to the achievement of cradle-to-career vision and goals.¹ The cradle-to-career continuum of these six outcome areas are critical to the success of every child.

Indicator 1 | Kindergarten Readiness

Kindergarten readiness is closely linked to future academic achievement and life success. As kindergarten school readiness results improve, third grade reading and math scores rise correspondingly. It is for this reason that a child's readiness to start kindergarten is the most important educational milestone in his or her life.²

Indicator 2 | Third Grade Reading Proficiency

Literacy, across the cradle-to-career continuum, is critical to a child's academic success. Early grade reading is a particularly crucial milestone, as basic reading skills are being reached and measured.³ Since third grade is the time that children switch from learning to read to reading to learn, if children are behind in third grade, they generally stay behind for the rest of their schooling.⁴

Indicator 3 | Eighth Grade Math Proficiency

Middle grade mathematics provides both a sense of mathematical and intellectual achievement, as there is a strong link between mathematics curriculum and college enrollment.⁵ Middle grade math, commonly considered to be Algebra I, is essential for success in high school math.

Indicator 4 | High School Graduation Rate

Earning a high school diploma is a critical step toward post-secondary enrollment, career attainment, higher earnings and other measures of personal and social welfare. High school dropouts have higher unemployment rates than high school graduates and are less likely to participate in the workforce.⁶

Indicator 5 | Post-Secondary Enrollment

Post-secondary enrollment marks a key transition along the cradle-to-career pipeline. Low income students, in particular, are less likely to pursue education beyond high school. Low income students, even those with high academic performance levels, are less likely to enroll in college, more likely to attend two-year colleges when they do enroll, and less likely to apply to more selective institutions compared to their more advantaged peers with similar academic preparation.⁷

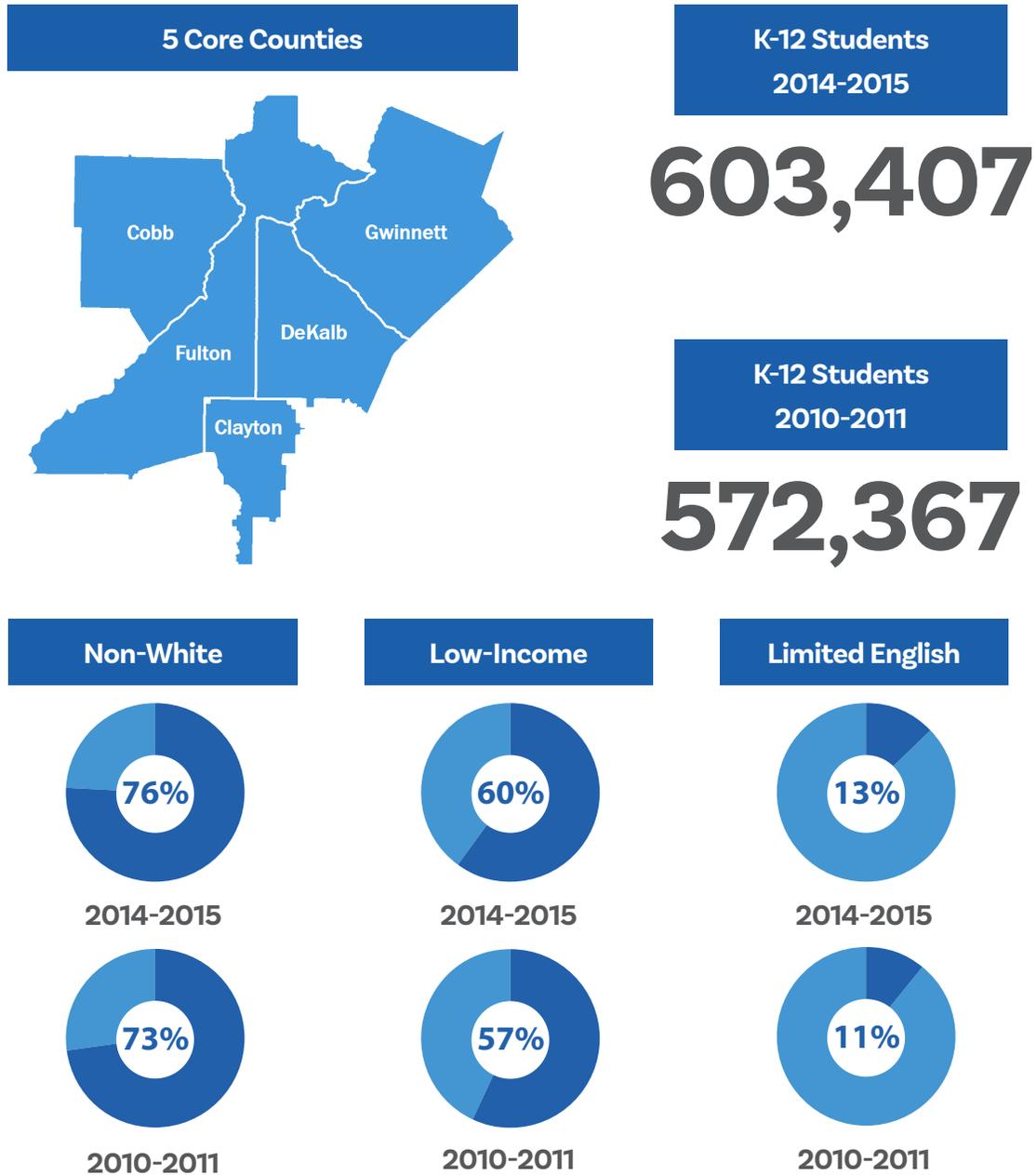
Indicator 6 | Post-Secondary Attainment

Some 60 percent of all jobs by 2020 will require some sort of education beyond high school. Occupations that once could sustain workers with no more than a high school diploma in a middle-class lifestyle now require individuals to have some post-secondary education, including two- and four-year degrees, certifications, and other industry-recognized credentials. This trend will continue as more industries demand specific skills and knowledge of their workers to compete effectively in a global and technology-based economy.⁸

THE ATLANTA REGION: WHO WE ARE

The metro area includes the school districts of Atlanta Public Schools, Buford City Schools, Clayton County Schools, City Schools of Decatur, Cobb County Schools, DeKalb County Schools, Fulton County Schools, Gwinnett County Schools, and Marietta City Schools.

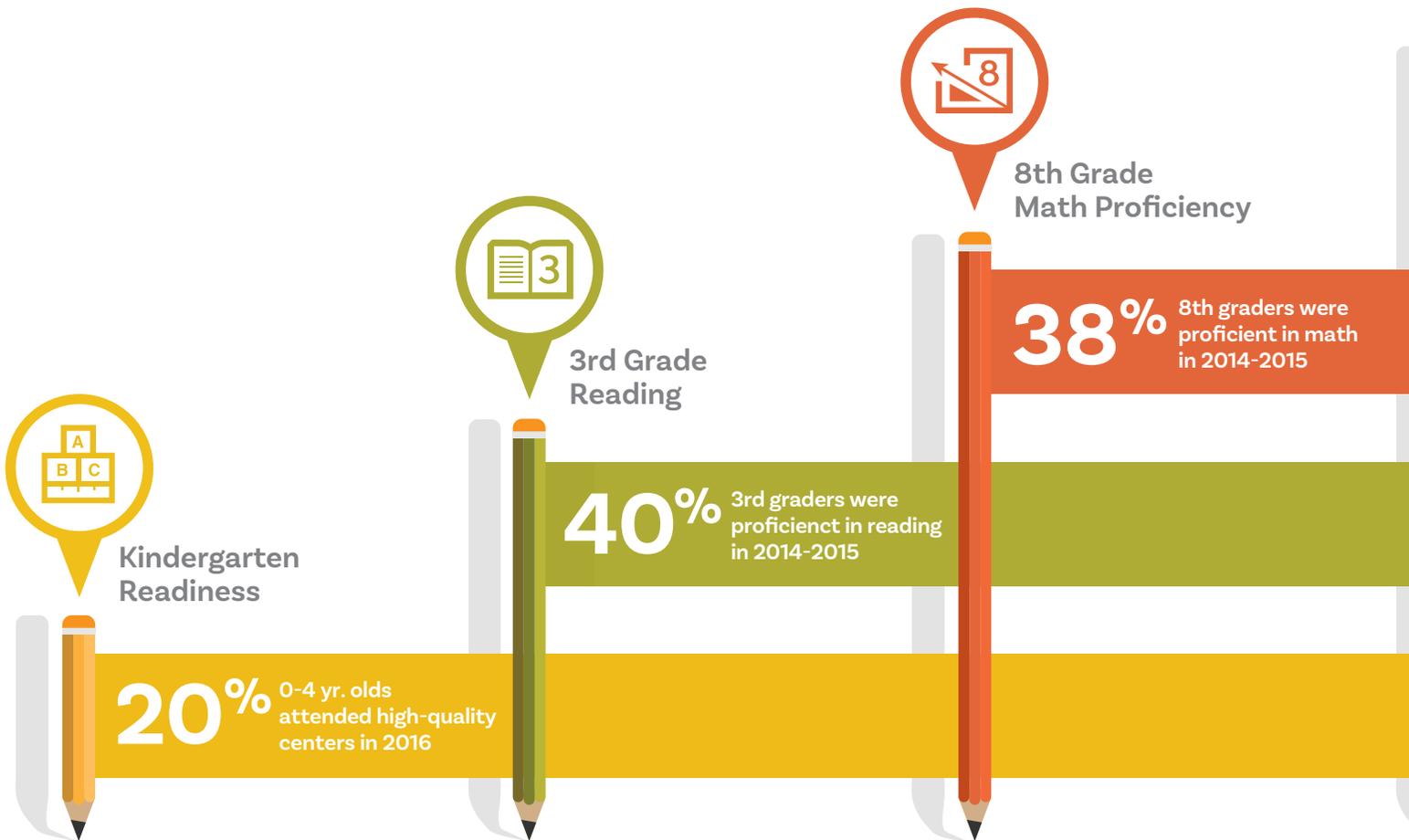
Students are flocking to our region. They come from diverse backgrounds and are more likely to speak a different language at home. They are also more likely to live in poverty or near-poverty. To achieve improved results, we have to continue to meet the demands of the changing needs of our community. We must move toward an educational framework that is marked by a common community agenda, data-driven decision making, and strategic collaboration.



Source: The Governor's Office of Student Achievement (GOSA), 2010-2011 & 2014-2015. Enrollment by Grade Level & Enrollment by Subgroup Programs. Aggregated full-time equivalency (FTE) enrollment counts for school systems.

KEY INDICATORS FOR COLLECTIVE IMPACT IN THE METRO ATLANTA REGION

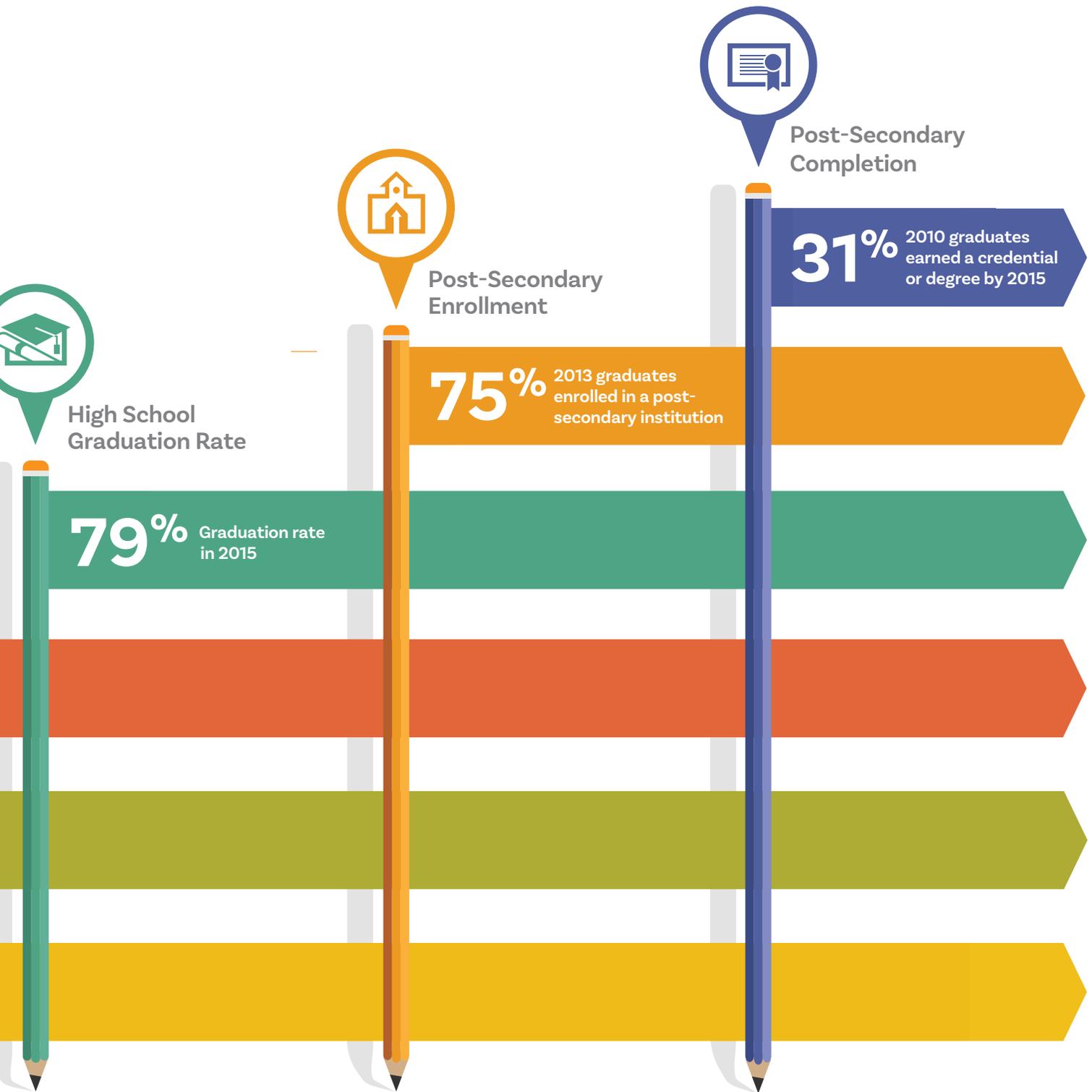
We measure what matters, and what gets measured, gets done. The Learn4Life partnership identified these six key indicators to continuously measure our students' progress along the continuum. A common understanding of these data gives our partners the opportunity to measure gains and take action to plug the leaks throughout the pipeline. As you can see, there are some sobering facts along this pipeline.



1 From ages 0-5, children begin to develop verbal skills that promote kindergarten literacy levels, a determining factor in a child's successful reading comprehension by third grade.

2 Children who have not developed reading skills by third grade are four times more likely to drop out of high school.

3 Algebraic concepts, taught in 8th grade, are a key gatekeeper for student access to upper-level courses in math and science that is the driver of graduation, college readiness, and post-secondary completion.



4 High school dropouts have higher unemployment rates than high school graduates and are less likely to participate in the workforce.

5 By 2025, more than 60 percent of jobs will require some form of post-secondary education.

6 Workers with at least a bachelor's degree earn roughly \$500 more each week than workers with only a high school diploma.



Kindergarten
Readiness

BRIGHT SPOTS

Lake Forest Elementary School Fulton County Schools

Throughout this report you will see “Bright Spots” which highlight success stories in each county in Metro Atlanta. These are examples of strategies that successfully address some of our region’s educational challenges.

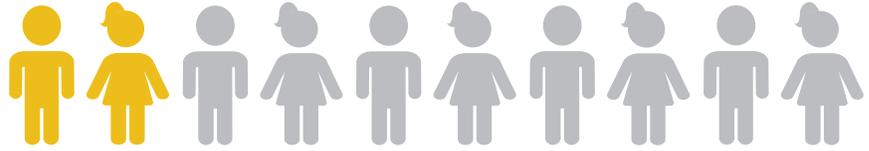
Principal Taylor Barton at Lake Forest Elementary (LFES) understands that kindergarten readiness is critical.

LFES invests in preschool classes and an innovative preschool camp to help ensure students are kindergarten ready.

To support the needs of the entire LFES community, a Health Center is located at the school and staffed by a nurse practitioner, social worker, health educator and medical assistant. The school-based health center was developed in partnership with Family Health Systems of Georgia. These factors contributed to a 95.4 percent stability rate in 2015-16, improved daily attendance and 86 percent of kindergarteners finished reading on grade level.



KINDERGARTEN READINESS



20% of children in the five-county area attended a “high quality” center in 2016

Aspiration

Every child is prepared for school.

Core Indicator

Percent of 0-4 year-olds enrolled in a high quality early education center “High Quality Centers” are defined as either a center that has received a quality rating or a public school that offers a Pre-Kindergarten (Pre-K) program.

This indicator was selected while the Georgia Department of Education finalizes a statewide measure. Once an assessment is available in Georgia, this core indicator will change.

Challenge

There are roughly 44,000 slots in a center that has received a quality rating or in a public Pre-K for approximately 219,000 children age 0-4 in the five-county area.

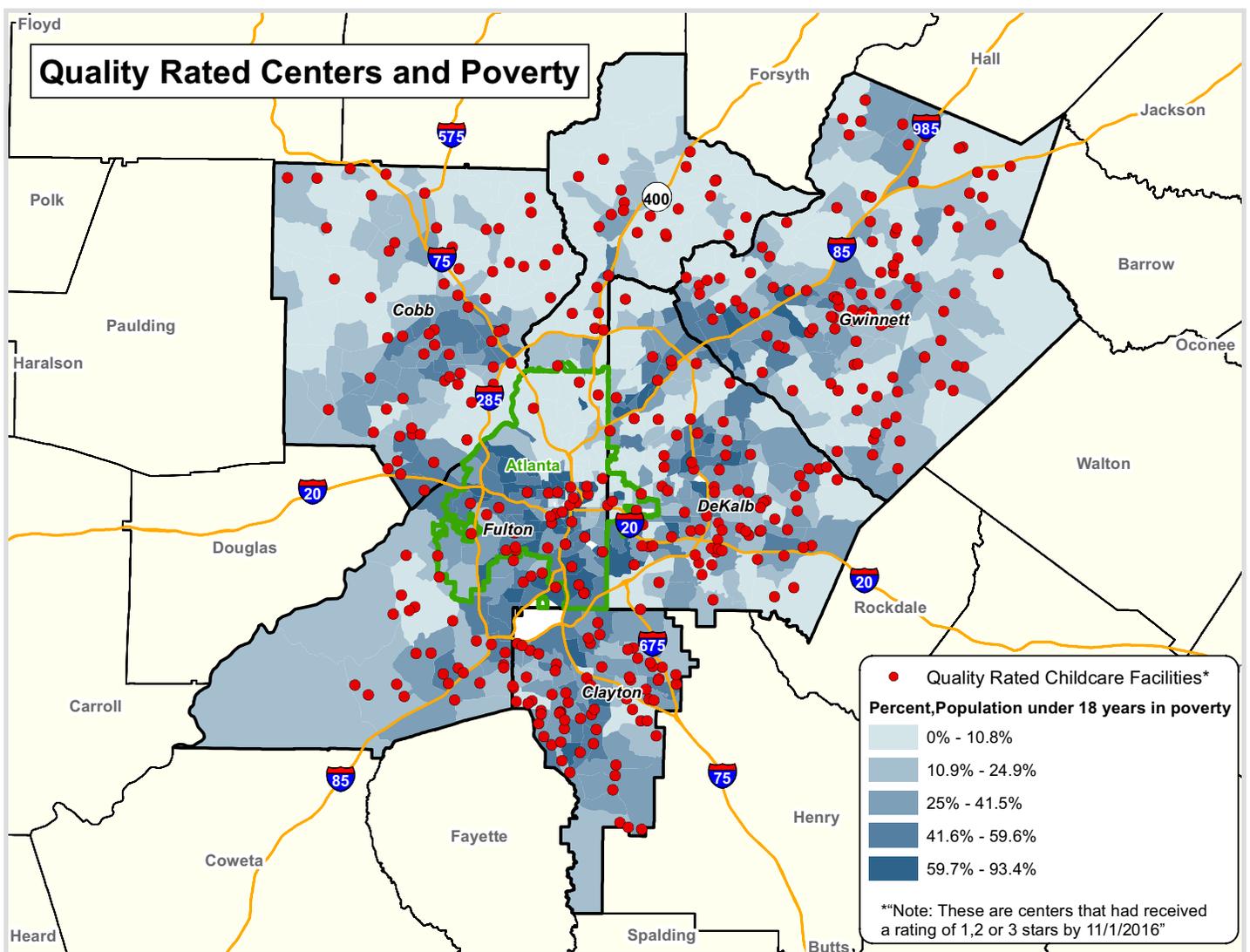


Why It Matters

Educational equity is key to creating a productive economy. This can be achieved by providing early access to quality education programs for disadvantaged children, where they can receive the necessary cognitive and social-emotional support for long-term success.⁹

Children who have access to quality early education programs or Pre-K develop cognitive, social and

behavioral skills necessary for kindergarten readiness. From ages 0-5, children begin to develop verbal skills that promote kindergarten literacy levels, a determining factor in a child's successful reading comprehension by third grade.¹⁰ A state economy receives a return on this investment through reduced future costs of crime, remediation and government assistance programs.



Note: This map shows the locations of quality-rated centers in the five-county area (red dots). It also shows the poverty rates of the surrounding neighborhoods (the blue color ramp).

Georgia's Department of Early Care and Learning (DECAL) is responsible for both licensing child care centers and homes as well as assessing their quality. The Quality Rated program assigns participating centers either one, two or three stars, with three denoting the highest quality. This is a voluntary program that is only three years old, so not all centers have participated and received a rating yet.



3rd Grade Reading Proficiency

BRIGHT SPOTS

**Henderson Mill Elementary School
DeKalb County School System**

Henderson Mill Elementary in DeKalb County was the first STEAM- certified (Science, Technology, Engineering, the Arts, and Mathematics) elementary school in the State of Georgia in 2017.

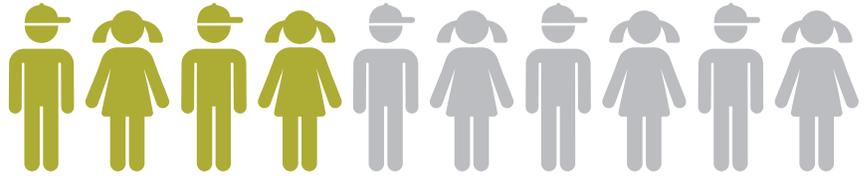


When addressing this achievement, Principal Mitch Green said, “Henderson Mill has fantastic leadership at all levels. It was through the efforts of a committed and dedicated staff coupled with tremendous parent support and outstanding partners from the business community that we were able to achieve these incredible improvements in instruction.”

Principal Green and his staff worked with parents in this Title 1 community to add key components of the arts like Lego instruction, 3D printing and drama.

Henderson Mill now regularly hosts visitors who hope to establish similar success in their own school.

THIRD GRADE READING PROFICIENCY



40% of children were reading proficiently by the end of third grade in 2014-2015

Aspiration

Every third grader is proficient or above grade level in English Language Arts as measured by the Georgia Milestones Assessment System.

Core Indicator

Percent of third graders passing English Language Arts state standards.

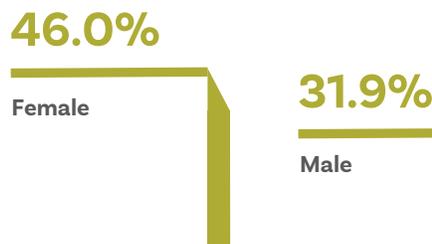
In 2014, the Georgia Department of Education adopted and implemented a new statewide achievement test, the Georgia Milestones Assessment System (Georgia Milestones).

The expectations of Georgia Milestones reflect the greater demands of today’s academic, college and career settings.

Challenge

Roughly 28,000 third graders are not reading proficiently by the end of third grade.

Percent of Students Proficient & Above Grade Level on 3rd Grade Reading by Gender

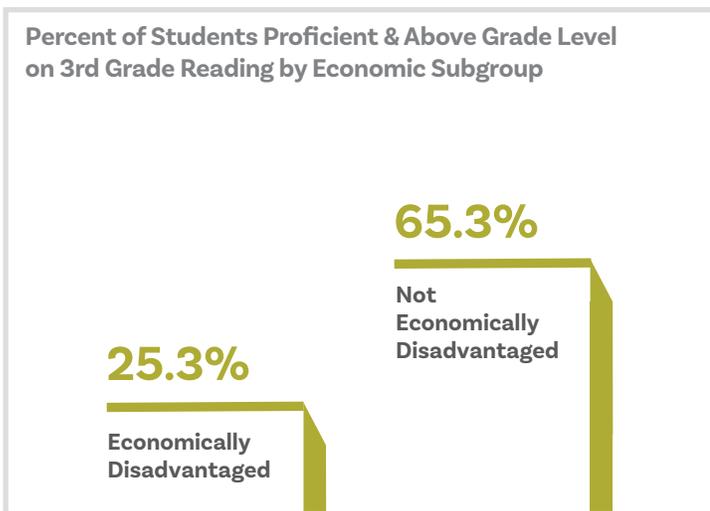


Source: GOSA, Enrollment by Subgroup Programs, 2014-2015

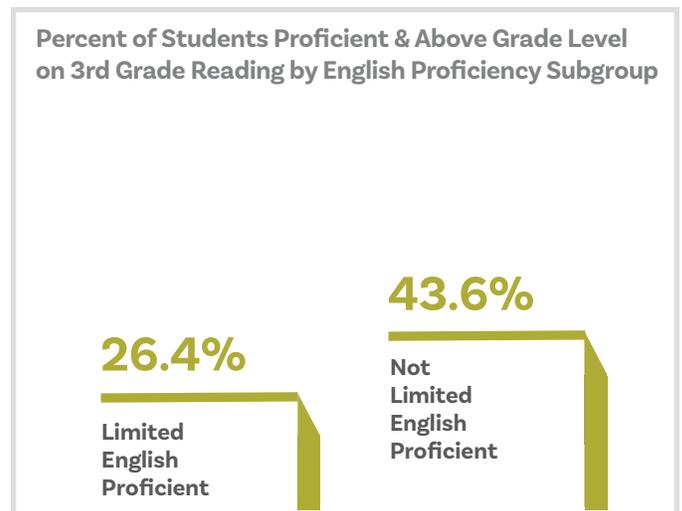
Why It Matters

At this time, students are making the shift from learning to read to reading to learn. Meeting increased educational demands becomes more difficult for students who struggle to read.¹¹

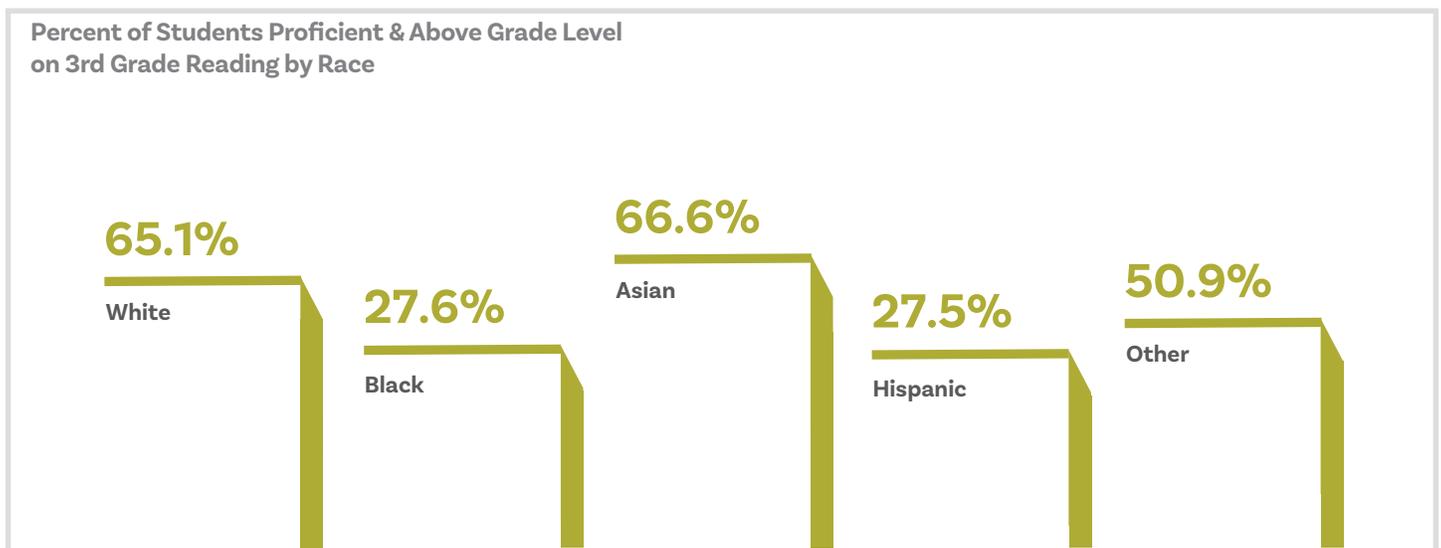
One longitudinal study found that students who do not read at grade level by third grade are four times more likely to drop out of high school than proficient readers.¹² Factors such as poverty increased these dropout rates.¹³



Source: GOSA, Enrollment by Subgroup Programs, 2014-2015



Source: GOSA, Enrollment by Subgroup Programs, 2014-2015



Source: GOSA, Enrollment by Subgroup Programs, 2014-2015



8th Grade Math Proficiency

BRIGHT SPOTS

**Inman Middle School
Atlanta Public Schools**

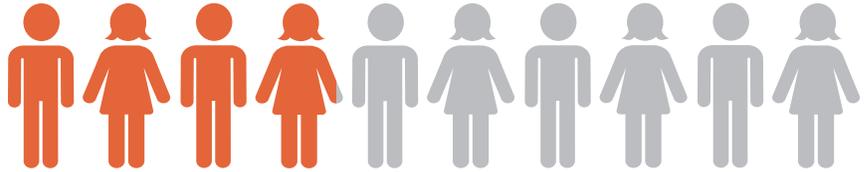
Over the past three years, an average of 81 percent of Inman Middle School students made typical or high growth in math, compared to a state average of 65 percent.



In 2016, 65 percent of students at Inman Middle School scored proficient or above on the Georgia Milestones Assessment Systems, compared to 39 percent at other schools in Georgia with similar poverty rates.

Of the 139 eighth graders at Inman Middle School that took the ninth grade Algebra test, 138 scored proficient and above, including 90 who scored distinguished.

EIGHTH GRADE MATH PROFICIENCY



38% of children were proficient in math by the end of eighth grade in 2014-2015

Aspiration

Every eighth grader is proficient or above grade level in math.

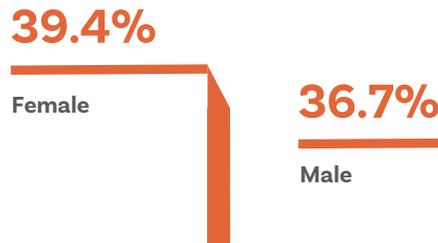
Core Indicator

Percent of eighth graders passing math state standards as measured by the Georgia Milestones Assessment System.

Challenge

Roughly 28,000 eighth graders are not proficient at math by the end of eighth grade.

Percent of Students Proficient & Above Grade Level on 8th Grade Math by Gender



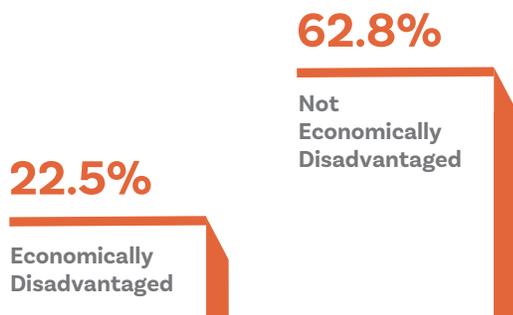
Source: GOSA, Enrollment by Subgroup Programs, 2014-2015

Why It Matters

The mathematics and science performance of students in the American K-12 system lags substantially behind their international peers, even though the 21st century economy is increasingly demanding greater skills in mathematics and science. This weakness in American student performance exists across all student groups, even among our highest performing students.

In order to increase the proportion of students graduating from high school with high-level, globally competitive skills, then we must dramatically increase the number of students who achieve proficiency in Algebra in their middle school or early high school years as a gateway to the advanced high school coursework that is the driver of high school graduation, college readiness and post-secondary completion rates.¹⁴

Percent of Students Proficient & Above Grade Level on 8th Grade Math by Economic Subgroup



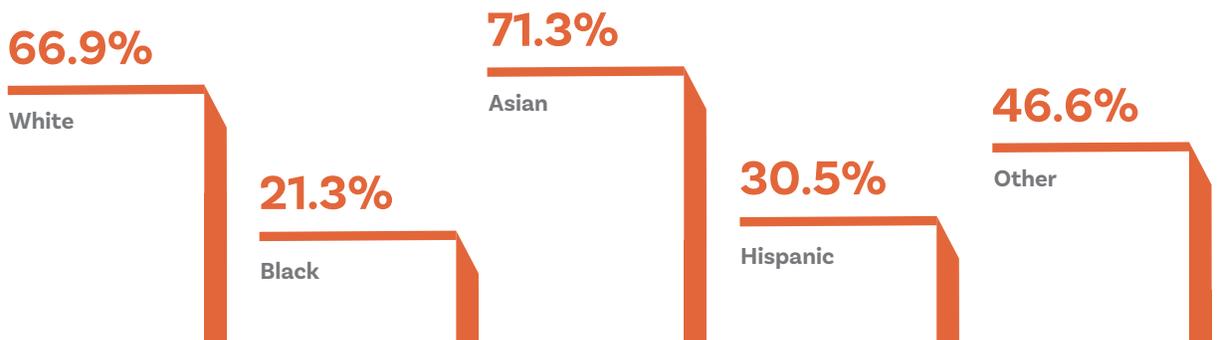
Percent of Students Proficient & Above Grade Level on 8th Grade Math by English Proficiency Subgroup



Source: GOSA, Enrollment by Subgroup Programs, 2014-2015

Source: GOSA, Enrollment by Subgroup Programs, 2014-2015

Percent of Students Proficient & Above Grade Level on 8th Grade Math by Race



Source: GOSA, Enrollment by Subgroup Programs, 2014-2015



High School Graduation

BRIGHT SPOTS

South Gwinnett High School Gwinnett County Schools



South Gwinnett High School's principal, Monique Lee, attributes most of the school's growth in the graduation rate to the successful implementation of an "Academy" model. In 2016, South Gwinnett's Adjusted Cohort 4-year Graduation Rate (ACGR) was 86 percent, relatively high regardless of context, and about three points higher than schools with similar levels of poverty across Georgia.

The Academies at South Gwinnett, consist of five career-focused, college-preparatory programs: Business & Entrepreneurship; Health & Human Services; Media Arts & Communications; Public Service, Law & Leadership; and STEM. While maintaining a focus on rigor, key features of the academy model improve student engagement by strengthening relationships and increasing the relevance of school work. Principal Lee believes that features of the academy model (e.g., smaller learning communities, increased relevance, project-based learning) and South Gwinnett's increased focus on rigor and college/career readiness (e.g., college visits, engagement with the business/civic community) have had a significant positive impact on student outcomes in terms of high school graduation and college readiness.

HIGH SCHOOL GRADUATION



79% of students in the 2015 graduating class graduated high school in four years

Aspiration

Every youth graduates from high school on-time, ready for college and/or career.

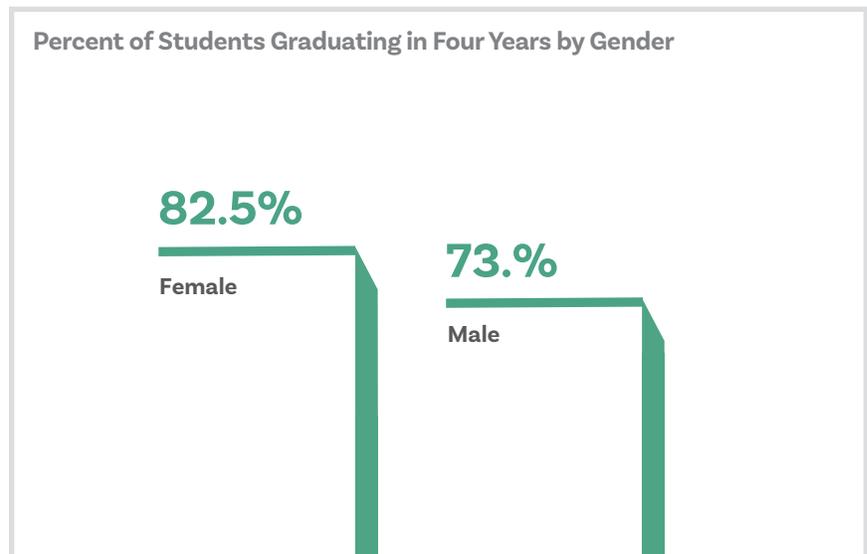
Core Indicator

Percent of students graduating in four years, using the four-year cohort method of calculating the graduation rate

The four-year cohort method considers the rate at which a cohort of ninth graders graduate within four years.

Challenge

Roughly 9,400 students of the 2015 cohort did not graduate high school.



Source: GOSA, Enrollment by Subgroup Programs, 2014-2015

Why It Matters

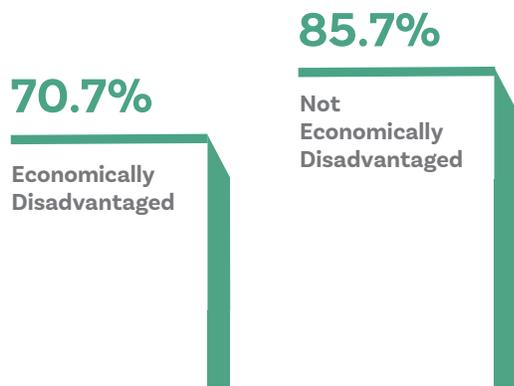
As post-secondary education increasingly becomes a necessity for upward mobility, graduating more students from high school is critical. High school graduation is not only a precursor to college enrollment; it is also a major indicator for earnings throughout adulthood. On average, high school graduates make at least \$10,000 more annually than individuals who did not complete high school.¹⁵

High school dropouts have tremendous repercussions for students and communities. Educational attainment,

particularly high school graduation, has been shown to predict health, mortality, teen childbearing, marital outcomes and crime. Increasing the educational attainment of one generation improves the next generation's academic and social outcomes.¹⁶

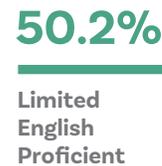
The graduation rate for students with limited English proficiency is about 30 percentage points lower than the overall graduation rate in the region. In comparison, the national high school graduation rate for all students for 2014-2015 was 83.2 percent.¹⁷

Percent of Students Graduating in Four Years by Economic Subgroup



Source: GOSA, Enrollment by Subgroup Programs, 2014-2015

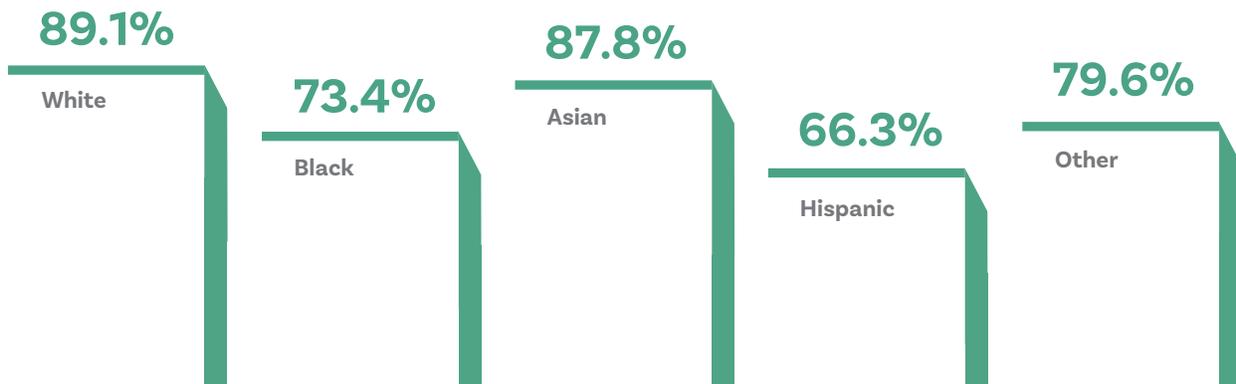
Percent of Students Graduating in Four Years by English Proficiency Subgroup



Source: GOSA, Enrollment by Subgroup Programs, 2014-2015

Note: Data not available for Non-Limited English Proficient students

Percent of Students Graduating in Four Years by Race



Source: GOSA, Enrollment by Subgroup Programs, 2014-2015



Post-Secondary Enrollment

BRIGHT SPOTS

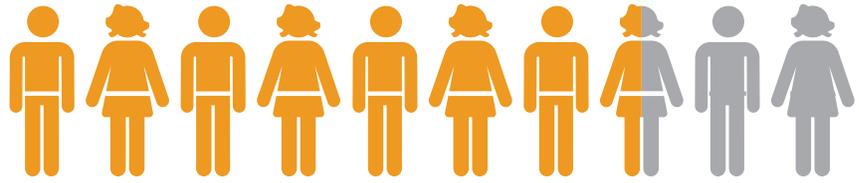
**Lassiter High School
Cobb County School District**



Over 90 percent of Lassiter graduates consistently enroll in post-secondary institutions. Principal Dr. Chris Richie notes that maintaining this post-secondary enrollment comes from a school-wide focus on life after high school that begins during the ninth grade. To ensure that students are successful, an Academic Enrichment Program meets three times per week during the school day so students can receive help in their academic subjects, get tutoring on the SAT and ACT, explore extracurricular activities, and seek help in applying for college.

All ninth graders take the PSAT to determine which Honors and Advanced Placement (AP) courses they should complete. Ninth graders not planning to attend college take a field trip to a local technical college to inform them about all possible post-secondary options. Investment in a wide variety of AP offerings helps build an on-ramp to post-secondary enrollment. A strong AP program is the result, with one-third of students taking at least one of the 26 AP courses offered in 2016, and 90 percent of those students making a passing grade on one or more AP exams.

POST-SECONDARY ENROLLMENT



75% of the 2013 graduating class was enrolled in a post-secondary institution after 16 months

Aspiration

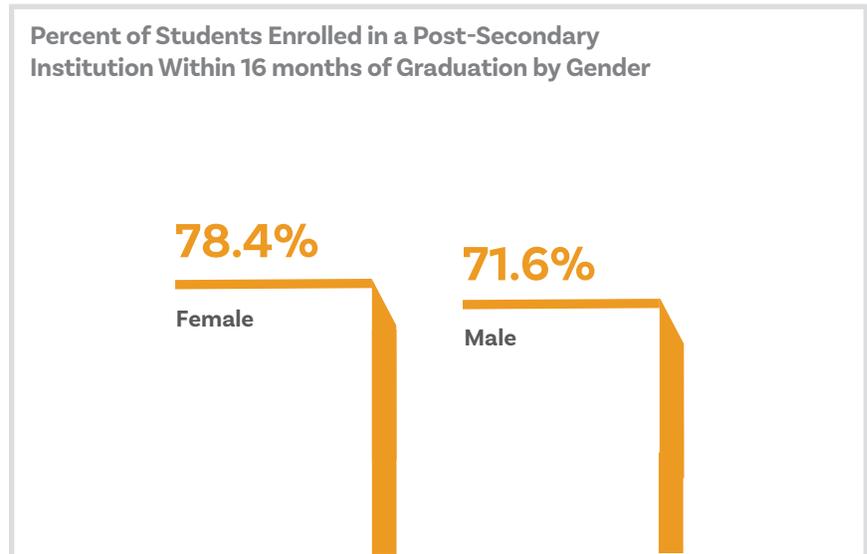
Every youth can attain a post-secondary credential leading to a career.

Core Indicator

Percent of students who enroll in a post-secondary institution within 16 months of graduation

Challenge

Roughly 7,700 students who graduated high school in 2013 did not enroll in a post-secondary institution by 2015.



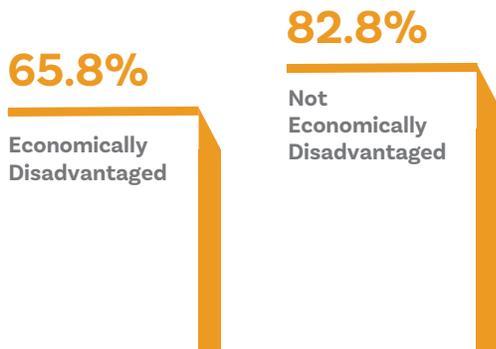
Source: GOSA, Enrollment by Subgroup Programs, 2014-2015

Why It Matters

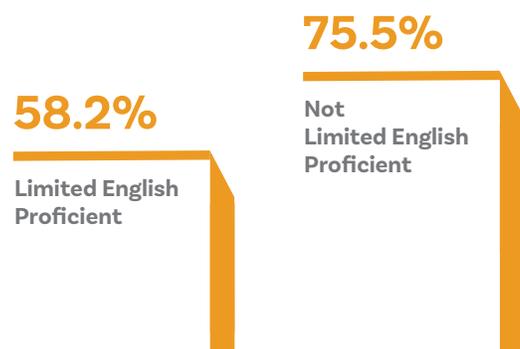
To create widespread economic success, we need a workforce with increased education credentials to meet the demands of today's business challenges. As students begin to understand the impact of post-secondary education on their future plans, it is critical to ensure their access to post-secondary

program options and financial aid information. Post-secondary credentials are not limited to four-year universities; increasingly, two-year programs and technical certifications are critical to preparing students for the knowledge-based economy and for providing pathways to strong, middle wage jobs.¹⁸

Percent of Students Enrolled in a Post-Secondary Institution Within 16 months of Graduation by Economic Subgroup



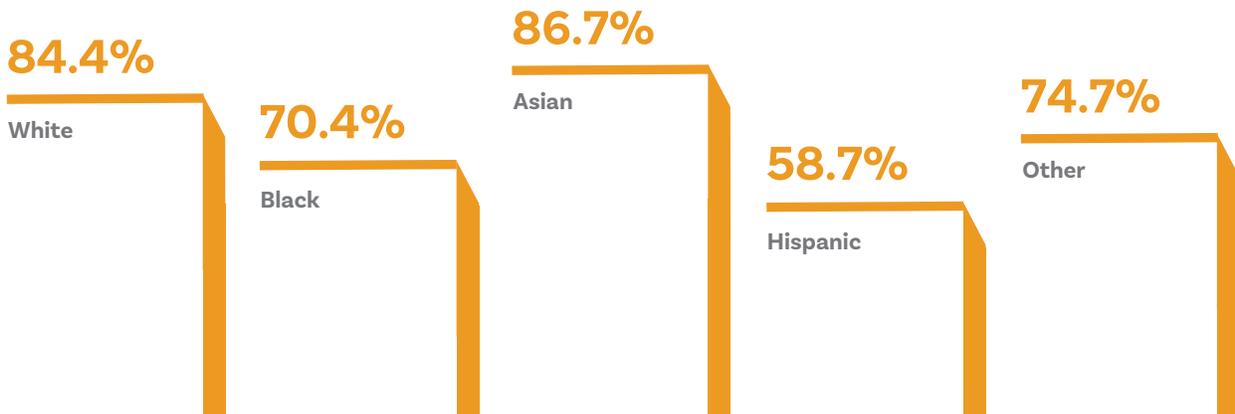
Percent of Students Enrolled in a Post-Secondary Institution Within 16 months of Graduation by English Proficiency Subgroup



Source: GOSA, Enrollment by Subgroup Programs, 2014-2015

Source: GOSA, Enrollment by Subgroup Programs, 2014-2015

Percent of Students Enrolled in a Post-Secondary Institution Within 16 months of Graduation by Race



Source: GOSA, Enrollment by Subgroup Programs, 2014-2015



Post-Secondary
Completion

BRIGHT SPOTS

**Clayton State University and
Clayton County Schools**



Clayton State University is partnering with middle schools to prepare students for post-secondary success at an early age. Clayton State annually hosts a First Lego League qualifying competition, bringing 300+ middle grades students and parents to the campus. Faculty and students coach and mentor students from Jonesboro, Kendrick, Lovejoy, Mundy's Mill, North Clayton, Rex Mill, and Roberts Middle Schools to prepare and compete in this hands-on, engaging event. Faculty also provide instruction to teachers to build up the school's capacity for teaching robotics concepts for the competition.

In partnership with Rex Mill Middle School, the College of Information and Mathematical Sciences at Clayton State University developed a University for Parents and Students- to build a "college bound culture" for parents and students. Clayton State faculty and students engage middle school students in STEM related activities while parents learn how they can help prepare their child for college readiness.

POST-SECONDARY ATTAINMENT



31% of the 2010 graduating class had earned a post-secondary degree or credential by 2015

Aspiration

Every youth is prepared for a career.

Core Indicator

Percent of students who obtain a post-secondary credential within five years of graduating

Challenge

Roughly 21,000 students from the 2010 graduating class had not earned a post-secondary degree or credential by 2015.

Why It Matters

By the year 2025, more than 60 percent of jobs will require some form of post-secondary education. Someone with at least a bachelor's degree will earn about two and a half times more over their lifetime than someone with only a high school diploma.¹⁹ Society benefits from a more educated population, including: lower instances of child abuse, lower rates of criminal behavior and fewer teen pregnancies among children of post-secondary educated parents.²⁰



Of **100** ninth graders:

77

graduated high school
(2013 4-Year cohort)

58

enrolled in a post-secondary
institution within 16 months

37

advanced to their
sophomore year within
24 months of enrolling

Where are the missing **63**?

CALL TO ACTION

How you can support Learn4Life

Embrace, endorse and advocate for the vision, mission and strategy of Learn4Life:

- As Learn4Life builds a metro Atlanta agenda to improve outcomes for our region, bring your leadership and influence to scale these proven ideas;
- Serve as a community spokesperson and liaison for Learn4Life as a cradle-to-career, regional approach for Metro Atlanta;
- Advocate for the success of each and every child in metro Atlanta via Learn4Life and align funding to follow what really gets results; and
- Visit the Learn4Life website to stay engaged with our work: L4LMetroAtlanta.org.

Special Thank You to Our Supporters

Learn4Life would like to thank the following organizations for their support:

Atlanta Regional Commission

AT&T Georgia

Community Foundation for Greater Atlanta

Delta Air Lines, Inc.

Genuine Parts Company

Georgia Power

Graphic Packaging International

Home Depot Foundation

The Kendeda Fund

Metro Atlanta Chamber

United Way of Greater Atlanta

THANK YOU



GLOSSARY OF TERMS

Backbone Organization – Community Foundation for Greater Atlanta

The backbone organization houses the partnership and provides back office, personnel and technical support for Learn4Life.

Given the backbone organization's prominent reputation in the community, it allows Learn4Life to more easily convene key leaders and supporters to ensure Learn4Life has stability to continue to thrive over the long term.

Best Practices

Best practices reflect existing strategies or practices that are shown by data to improve the identified contributing indicator. These are places where the community is already doing what works and demonstrating impact.

Change Action Network

Change Action Networks are comprised of practitioner groups, districts, nonprofits, and communities actively working in the field to collaboratively improve outcomes identified as top priorities by the Leadership Council. The networks exist to develop and execute community-level plans to address the underlying causes (contributing indicators) impacting our key student achievement indicators (community indicators).

By working together, the network can eliminate duplication of services and unnecessary strain on existing resources while still being able to serve the largest number of students with the best services possible.

Collective Impact

Collective impact is the commitment of a group of actors from different sectors to a common agenda for solving a specific social problem.

Unlike most collaborations, collective impact initiatives involve a centralized infrastructure, a dedicated staff, and a structured process that lead to a common agenda, shared measurement, continuous communication, and mutually reinforcing activities among all participants.²¹

Community Indicators

A measure that serves as a critical pulse-check on how our kids are doing at key points along the cradle-to-career continuum that are correlated to success later in the continuum, particularly in college and career. For example, a community indicator is third grade reading proficiency.

Continuous Improvement

The process by which a program is continually being evaluated and improvements are implemented based on data.

Contributing Indicator

A measure that impacts a community indicator. For example, a contributing indicator for college enrollment is FAFSA completion. There are multiple contributing indicators that potentially ladder-up to each community indicator. Each network will identify key contributing indicators.

Leadership Council

The Leadership Council is composed of education, business, and civic leaders from across the region. The Leadership Council uses its influence to help strategically direct resources to Change Action Networks, rally public support for Learn4Life, and advocate for the necessary steps throughout the region and at the state level.

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