



Learn4Life
Metro Atlanta Regional Education Partnership

Leadership Council
December 5, 2019

“Swag” - Defined

/swag/

acronym: Stuff We All Get

- The freebie *swag*, sometimes also spelled *schwag*, dates back to the 1960s and was used to describe promotional items.
- *Slang*: refers to stylish confidence. It shows up in songs ("Check out my swag, yo / I walk like a ballplayer"—Jay Z)

Who's In the Room?

- Name
- Title
- Organization

At your Tables –

*The favorite things that was on your
Thanksgiving table...*

Agenda

- What has L4L been up to?
 - Partnership Update
 - Post Secondary Success
 - 8th Grade Math
- Going deeper on 3rd Grade literacy
- Next Steps

New Faces in the Crowd in 2020...



Keith Parker



Beverly Tatum



David Weitnauer
R. Howard Dobbs, Jr.
FOUNDATION



Pamela Whitten

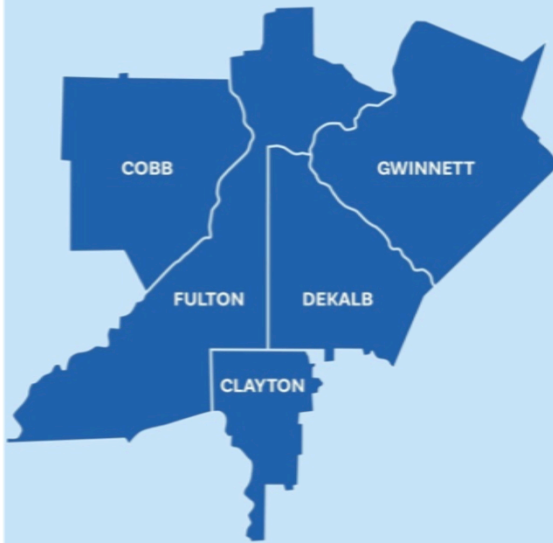


Peter Williams



Who We Are

Five Core Counties



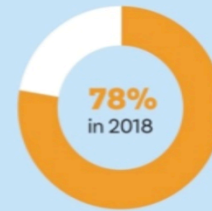
K-12 Students

2017-2018

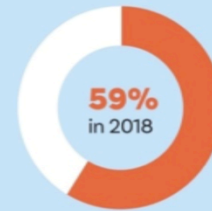
606,992

2010-2011

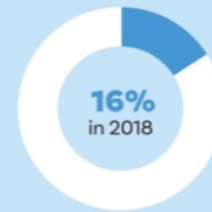
569,159



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*

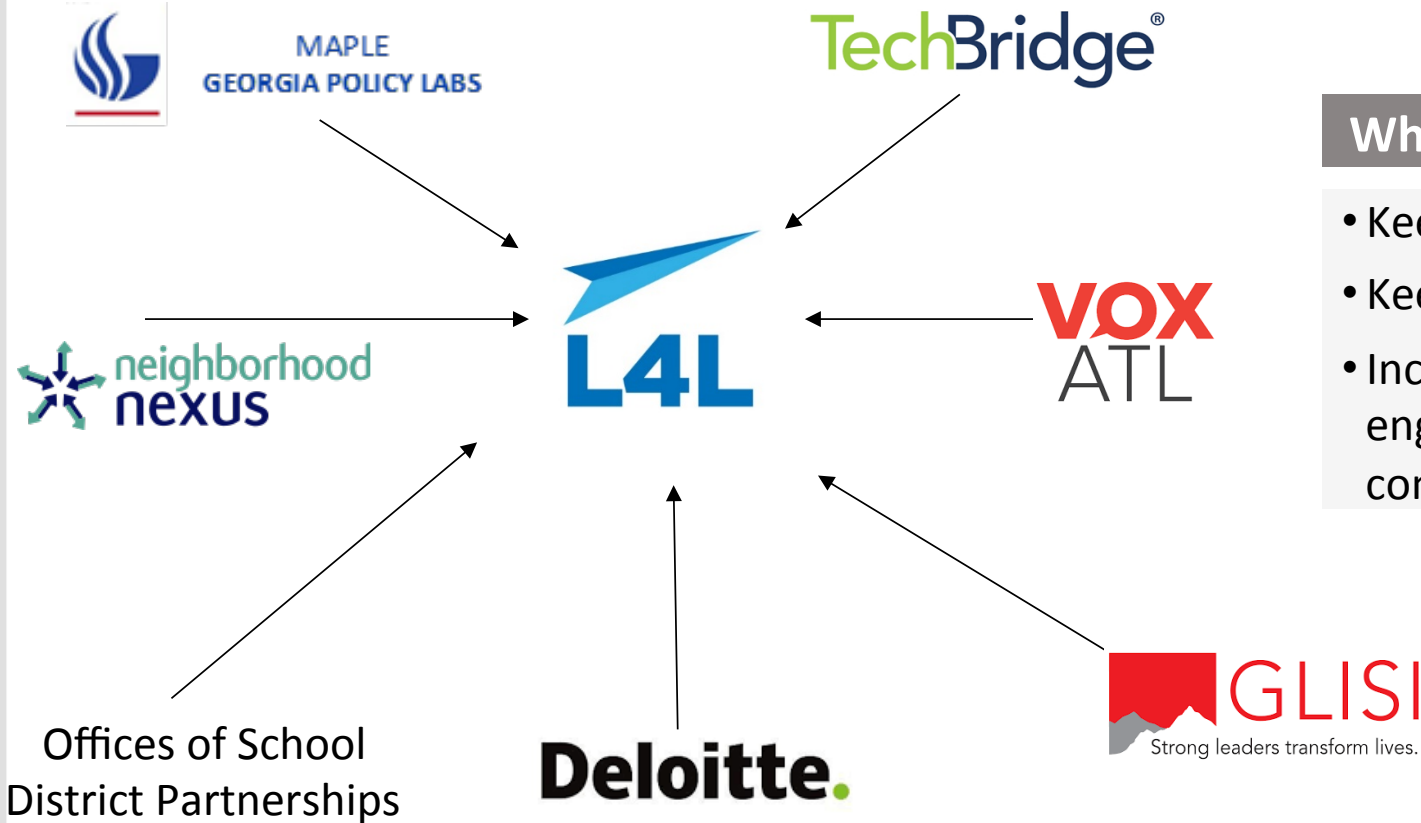
Learn4Life

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 long term targets for each indicator** - L4L will track progress over time and ensure mutual accountability.

L4L External Partnerships

Partnerships have developed organically



Why Partnerships?

- Keeps L4L lean
- Keeps L4L focused
- Increases engagement of community

Integration or Complementary Relationship?

1. Which Path do you recommend – A or B
2. What are some “Watch-outs” in selecting that path
3. Jot down your notes on the worksheet

Student Voice



Collaboration Overview

Partner's Goals

Increase capacity of teens to meet life's demands

Authentically express student voice to decision-makers

Progress to Date

- VOX leadership attends Network meetings

- Meeting to identify opportunities to include student voice in L4L process

Future Direction

A: Student Advisory Panel

Easier to engage quickly

Runs the risk of being superficial, impact may be diluted

B: Student Inclusion in Network

Deeper, authentic insight and experience for students and CAN

Scheduling challenges, requires real commitment on both sides

Pros

Cons



Facilitation Support



Collaboration Overview

Partner's Goals

Provide training, coaching, and technical assistance to education leaders.

Facilitate and coach education leaders to improve systems and capacity.

Progress to Date

- GLISI has led two phases of design thinking facilitation with Cox Campus.
- Design labs are identifying strategies to accelerate adoption of literacy PD.

Future Direction

A: Continue to Rely on GLISI

GLISI has expertise and tools to bring out wisdom of Network

Insight gained from CAN facilitation resides in GLISI, not in L4L

B: In-source Facilitation

Build internal expertise and capacity

Requires investment in adding L4L headcount

Pros

Cons



Pro Bono Consulting

Collaboration Overview

Partner's Goals

Develop junior leaders as part of their *Step Up* pro bono services work.

Make a meaningful contribution to the community.

Progress to Date

- Led two phase of work to scope out and expand the Vision Movement.
- Current proposal is to develop sustainability plan for Vision To Learn.

Future Direction

A: Develop fundraising strategy

B: Pause and Re-engage Later

Pros

Could provide value to vision partners.

Could preserve some goodwill

Cons

Lack of experience/expertise in development may limit impact.

Will lose momentum of support for Vision Movement.

District Develop Partners

Offices of School
District Partnerships

Collaboration Overview

Partner's Goals

Identify resources for district priorities.

Collaborate to create a joint message for region wide initiatives.

Progress to Date

- L4L presented to this group as they seek to craft their strategy.

Future Direction

A: Find Funders for Bright Spots

Could quickly accelerate bright spot scale without L4L process change

Transactional, less strategic

B: Work toward L4L integration

Partnership would have more ownership in supporting L4L

Challenges with integrating entire new entity into L4L process.

Pros

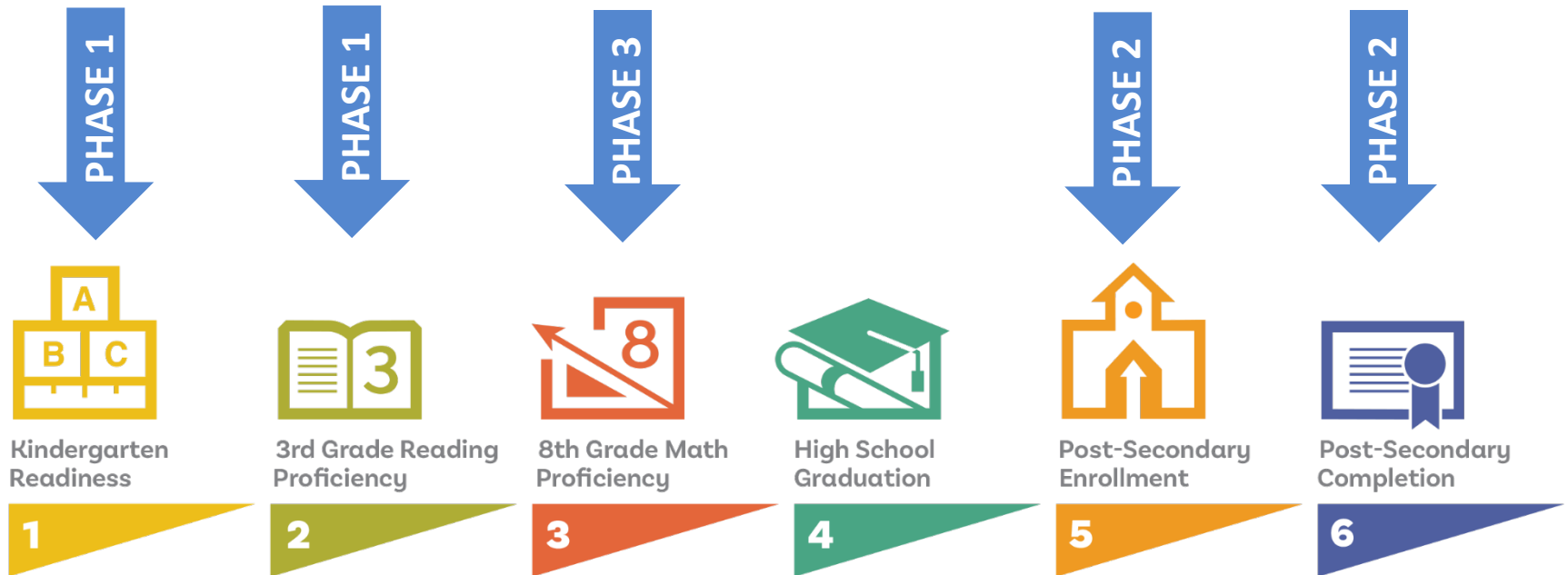
Cons

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Activity: Provide Partnership Guidance

1. With your table partner, “Which Path do you recommend – A or B”
2. What are some “Watch-outs” in selecting that path
3. Jot down your notes on the worksheet

L4L Change Action Networks (CAN)



The Work of the Post Secondary Success Network



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.

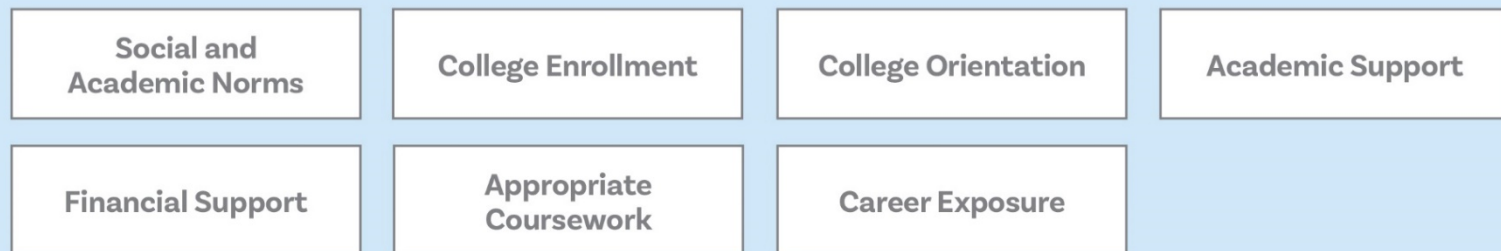
Post-Secondary Factor Analysis: Success Factors

■ Change Action
Network focus areas

Enrollment



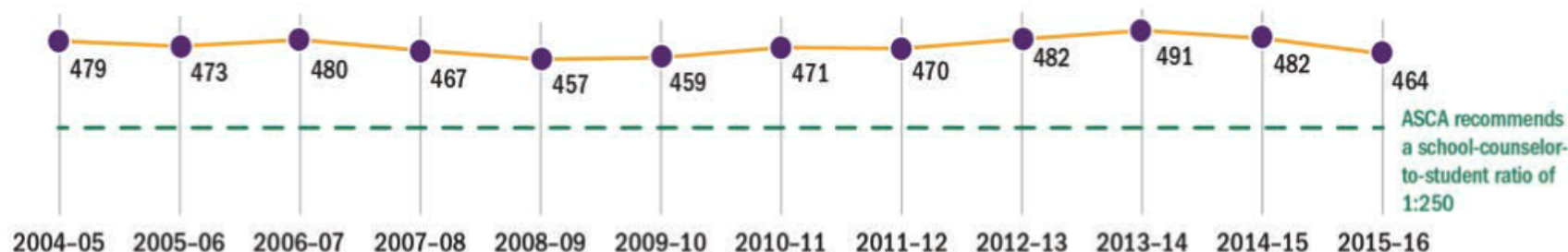
Completion



Counseling Support is Limited in HS

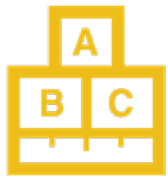
Georgia's counselor to student ratio is 1 to 466, about 38 min per student per year (2019).

School-Counselor-to-Student Ratio 2004–2016



Source: Strear, M., Duffy, H., & Aste, M. (2019). Building a System for Postsecondary Success: The Pivotal Role of School Counselors. *College and Career Readiness and Success Center*.

Phase I Bright Spots



Kindergarten
Readiness

1



3rd Grade Reading
Proficiency

2



8th Grade Math
Proficiency

3



High School
Graduation

4



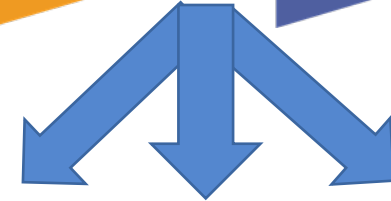
Post-Secondary
Enrollment

5



Post-Secondary
Completion

6



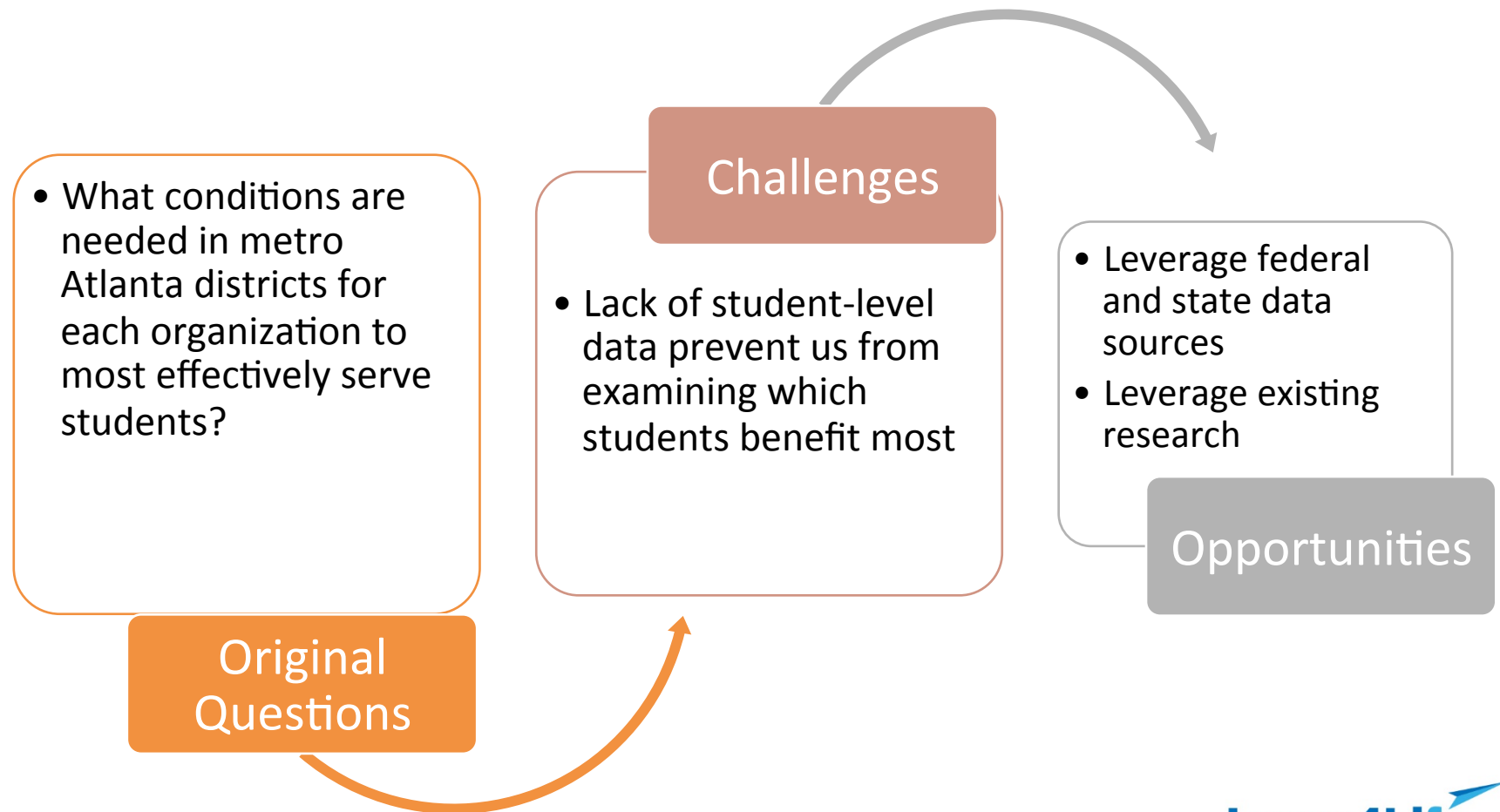
Academic
Preparation

Financial
Support

Collego-
Going
Culture



Building Out Messaging Tools for Post-Secondary Bright Spots



Bellwether Developed Messaging Tools



What You Can Do:
Small Steps for Promoting
Post-Secondary Success

October 2019



TechBridge Assessments

OPERATIONAL READINESS MODEL



SUSTAIN

Operations sustain current programs but has difficulty adapting new programs and changing needs.

Manual data collection and reporting tasks leave little time for analytics.

GROW

Operations anticipates staff and mission needs.

Real-time data is used to make decisions about programs.

INNOVATE

Diverse data collection, aggregation and sharing with internal and external sources.

Advanced analytics to uncover causation, novel approaches and new programs.

Diagnostic Identified Project Priorities

THE SCHOLARSHIP

#	ORGANIZATION		
1	The Scholarship Academy	Data Strate program s	
2	The Scholarship Academy	Hardware	
3	The Scholarship Academy	Product ro	
4	The Scholarship Academy	Nonprofit	
5	The Scholarship Academy	Customize scholarship content to each community served	TBD
6	The Scholarship Academy	Managed Services	TBD

fb | techbridge.org

COLLEGE ADVISING CORP

#	ORGANIZATION	P
1	College Advising Corps	Hardware
2	College Advising Corps	Capture requirements for imple
3	College Advising Corps	Capture requirements for conta

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ONEGOAL PROJECT LISTING

#	ORGANIZATION	PROJECT	PRICING
1	OneGoal	Business Intelligence Assessment - captures requirements to determine the BI strategy & solution options for analytics & reporting (remote meetings)	\$12,400
2	OneGoal	Business Intelligence & Data Warehouse Solution Selection – select up to 4 solution providers to demo capabilities, functionalities, & pricing based on defined selection criteria (remote meetings)	\$15,400

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Amplifying Post-Secondary Success

1. We will continue to support our current bright spots,

and,

2. Will identify another set of bright spots to scale to improve post-secondary success across the region.

Focusing Our Work for Phase II



Kindergarten Readiness

1



3rd Grade Reading Proficiency

2



8th Grade Math Proficiency

3



High School Graduation

4



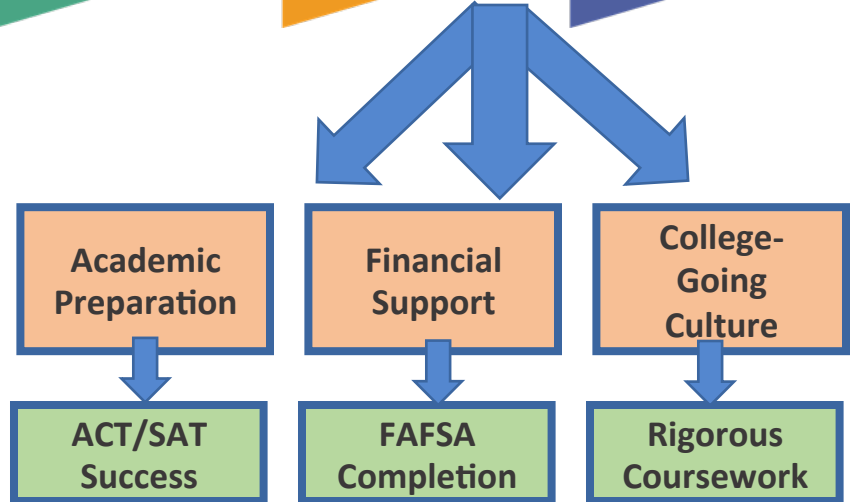
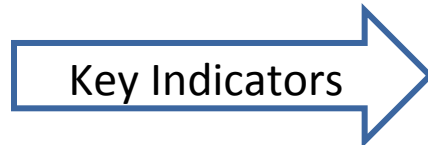
Post-Secondary Enrollment

5



Post-Secondary Completion

6



Key Indicators Guide Interventions

METRO ATLANTA POLICY LAB FOR EDUCATION (MAPLE)



Identifying Leading Indicators



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

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~~

Finalizing Key Indicators

Proposed Measurement

AP/IB/Dual Enrollment

Fraction of graduates who took at least one AP/IB/Dual Enrollment course

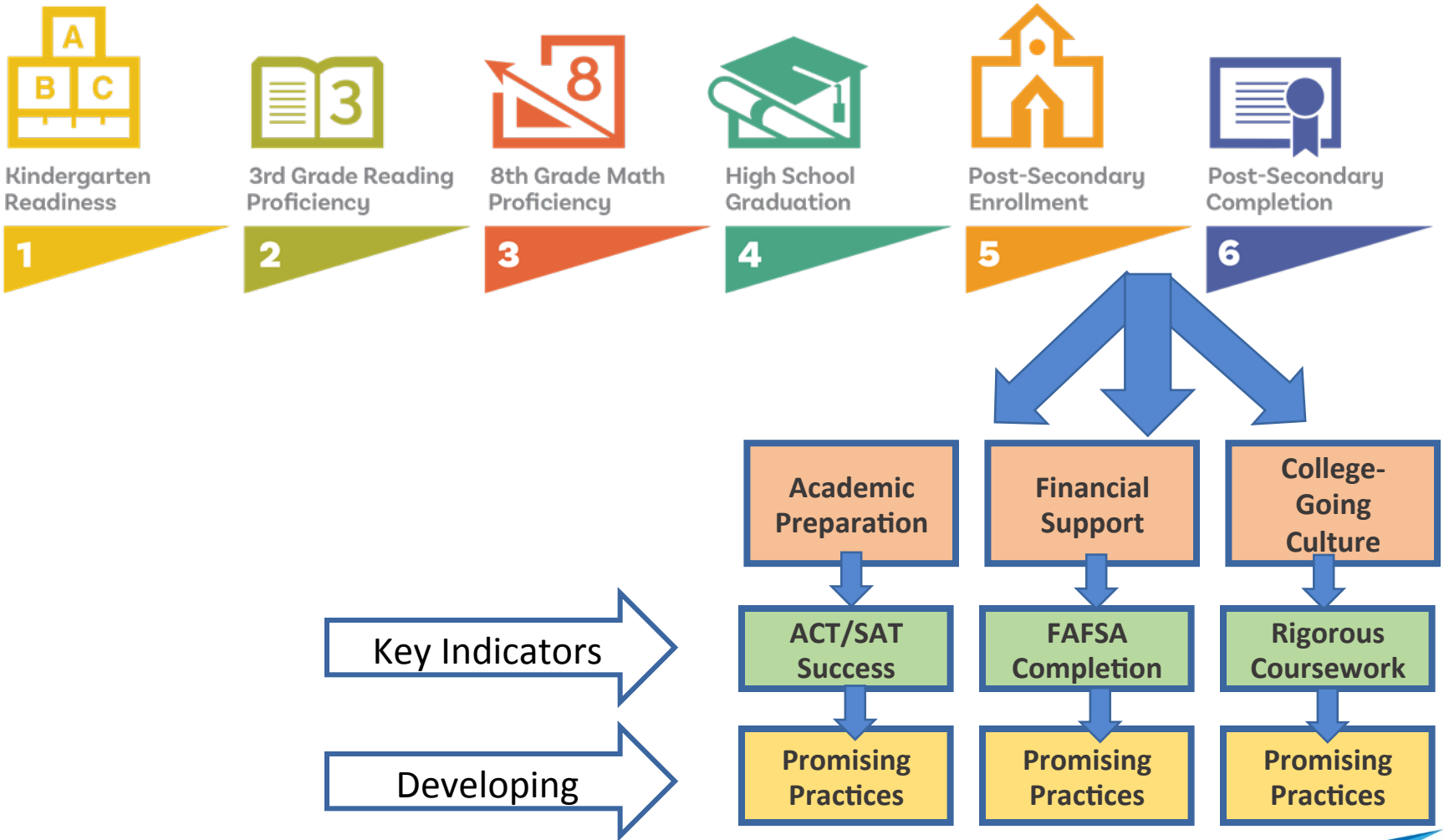
ACT/SAT Success

Fraction of high school graduates with ACT or SAT above USG minimum

FAFSA

Fraction of students who complete FAFSA by certain date.

Focusing Our Work for Phase II





- Gain consensus from leadership
- Provide community voice and local context
- Access expertise of network members
- Assist with strategic rollout
- Build commitment for adoption
- Share results with community

Define key indicators



Prioritize Key Indicators to Focus Research



Identify promising practices



Ensure practices have intended outcomes



Scale solutions



Evaluate if solutions move the needle

- Define sub indicators based on data/research
- Use sub-indicators to inform research agenda
- Access expertise of district researchers
- Rigorously evaluate programs
- Recommend evidence-based scaling
- Analyze movement on sub-indicators

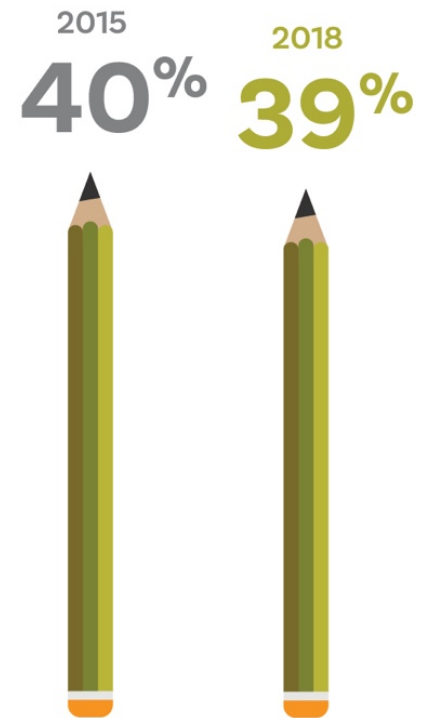
The Work of the Early Grade Literacy Network



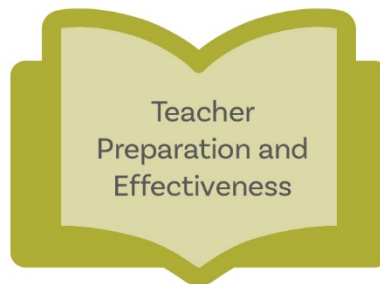
3rd Grade Reading Proficiency

39%

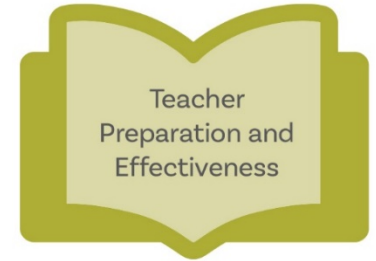
of children are reading proficiently by the end of third grade.



Third Grade Reading Proficiency Factors



Change Action Network focus areas



- 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.

Scaling Proven Practices

- Convened a Design Lab series with dozens of district academic leads to develop two-way ambassadorship between Cox and participating districts
- Studied profiles to deepen adoption
- Sharing transferable practices



Elisa: Early Career
1st Grade Teacher



Doug: Assistant
Superintendent
C&I



Angela: Fifth
Year Principal

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 long term 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

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



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

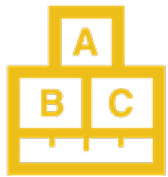
Teacher
Effectiveness

Early
Childhood
Education



GET GEORGIA
READING

Focusing Our Work



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



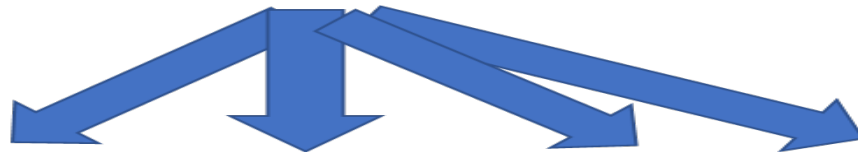
Physical Health

Teacher Effectiveness

Early Childhood Education



GET GEORGIA READING



Planning and Preparation

The Classroom Environment

Instruction

Professional Responsibilities



THE DANIELSON GROUP

Learn4Life

Key Indicators Identified by CAN

Planning and Preparation

- Low quality professional development
- Lack of time to plan and collaborate
- New teacher under-preparedness

The Classroom Environment

- Low student engagement

Instruction

- Low teacher content knowledge
- Lack of instructional resources

Professional Responsibilities

- High staff turnover
- Lack of parent engagement

Prioritize Key Indicators

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

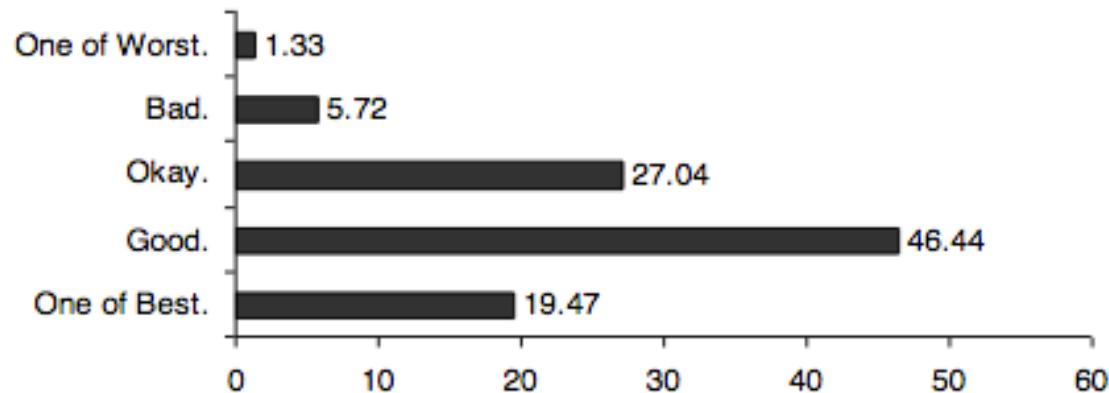
In your table groups:

- In your experience, which of these indicators most impacts teacher effectiveness?

1. Low quality of professional development

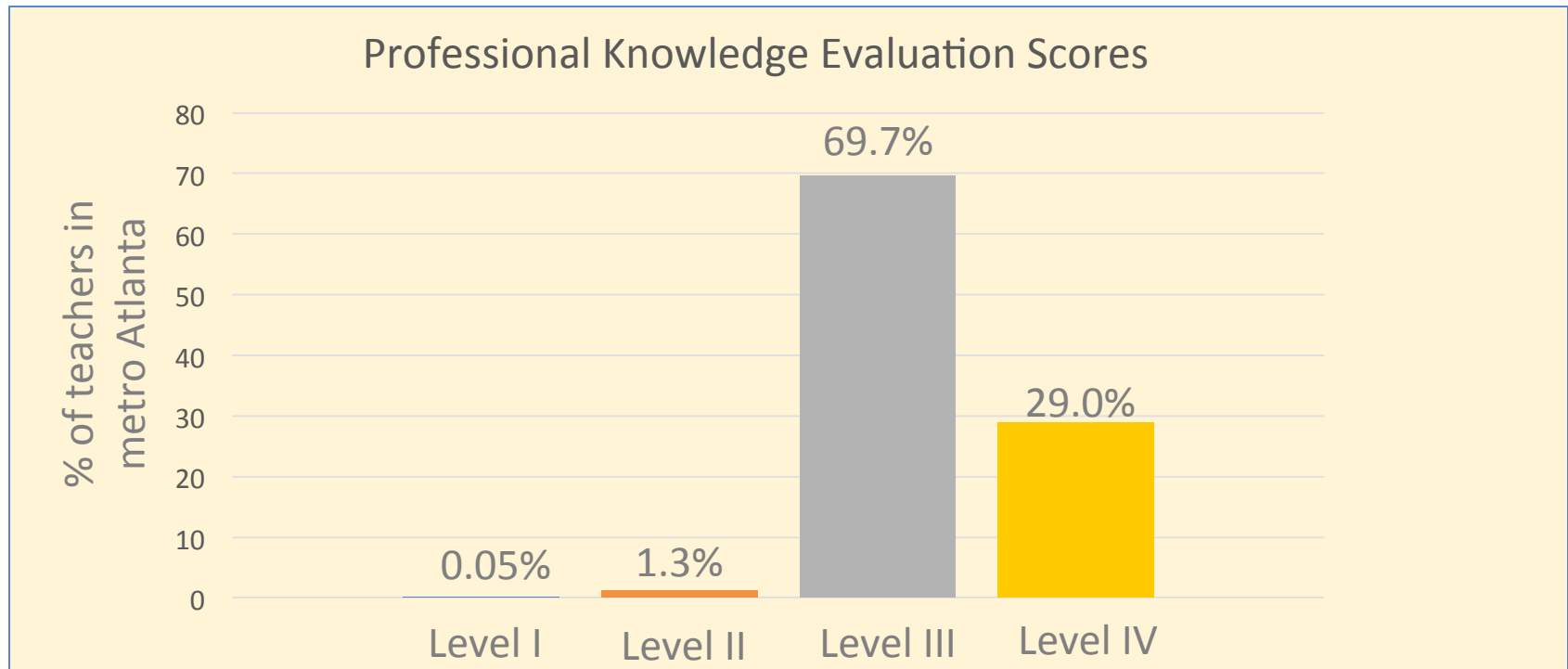
Ongoing, high-quality PD equips teachers with the knowledge and skills to stay current in best instructional practices.

Teacher perceptions of opportunities for system or school-sponsored professional learning



2. Low Teacher Content Knowledge

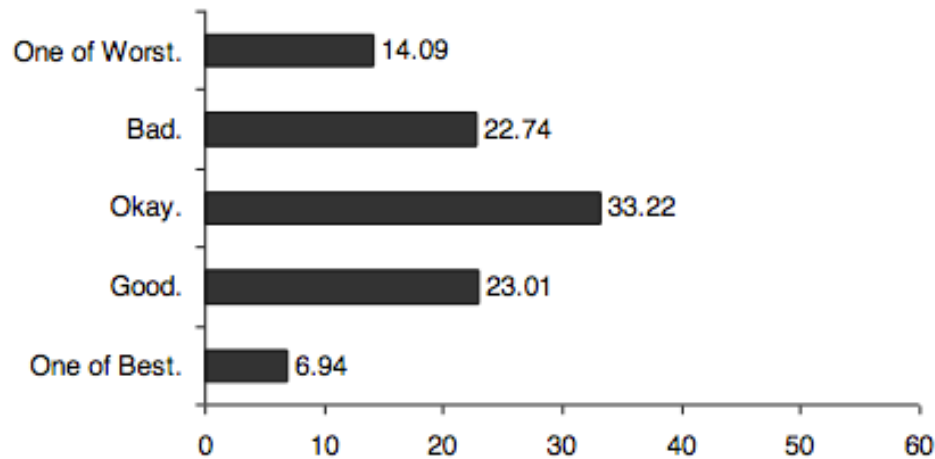
Low content knowledge limits teachers' ability to meet the needs of students and provide relevant learning experiences.



3. Lack of planning time

Without enough planning time, teachers cannot collaborate with colleagues and prepare to deliver high-quality instruction to students.

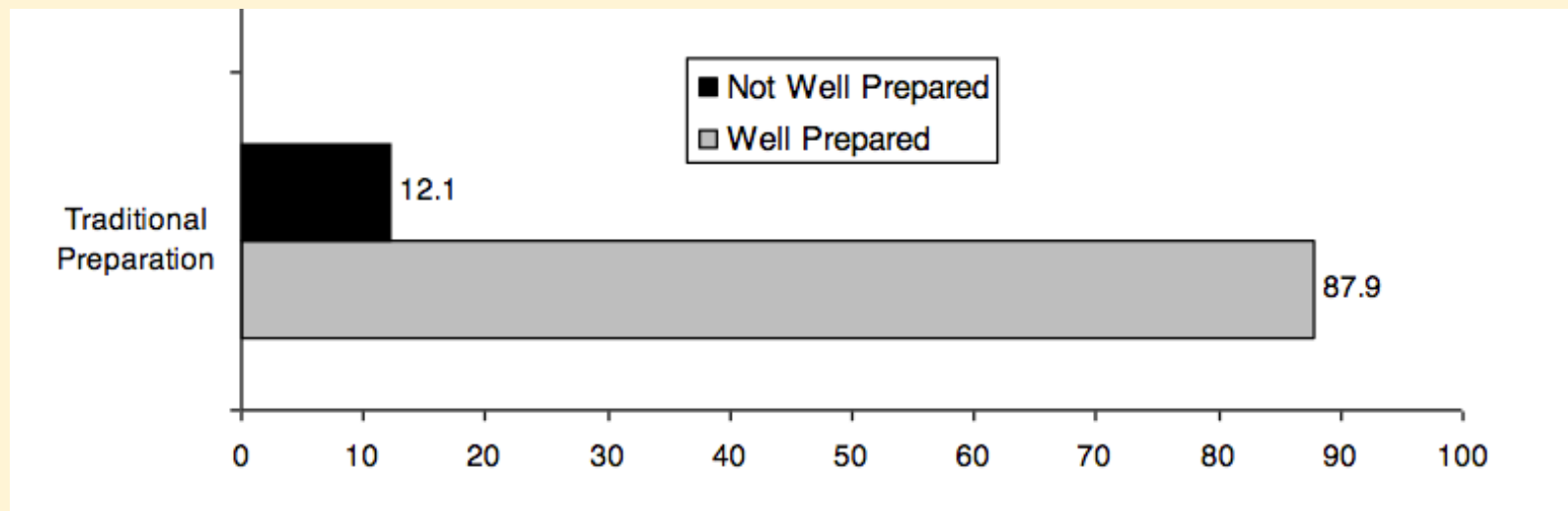
Teacher perceptions of adequacy of preparation and planning time



4. New teacher under-preparedness

Inadequately trained teachers are less prepared to meet district expectations, and are generally less effective than veterans.

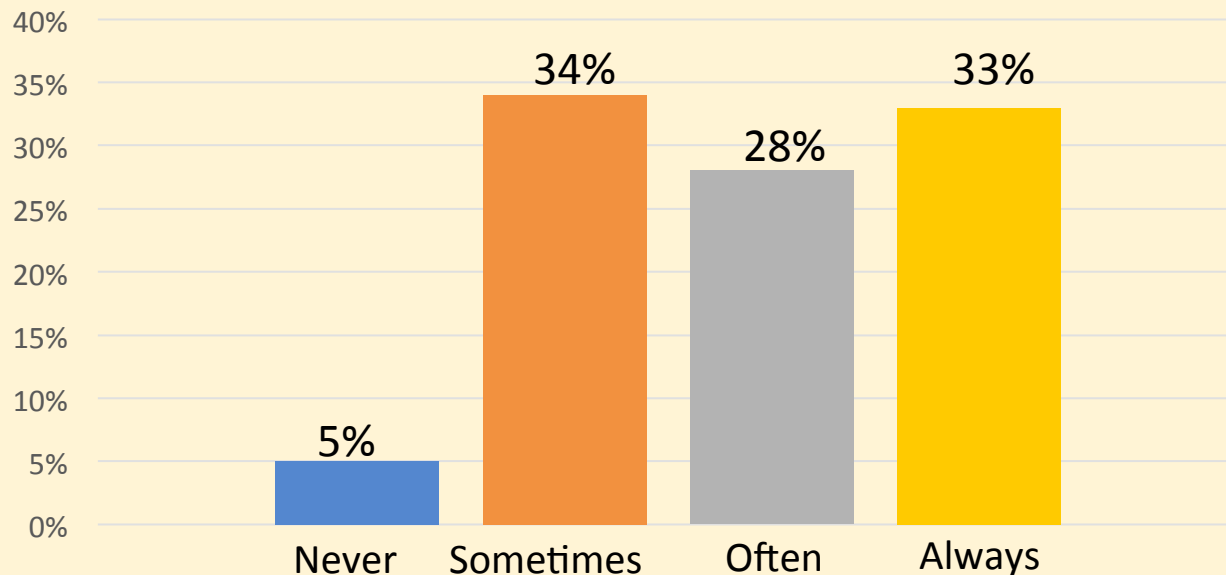
Teacher perceptions of preparation for their first several years of teaching



5. Low student engagement

Disengaged students tend to learn less content, and tend to display more disciplinary issues.

Metro Atlanta grade 3-5 student responses to “I like school.”



6. High staff turnover

Creates inconsistency in a school's climate and instructional culture.

Cumulative teacher attrition rates after 5 years (in 2010)

All GA teachers	New GA teachers
36%	44%

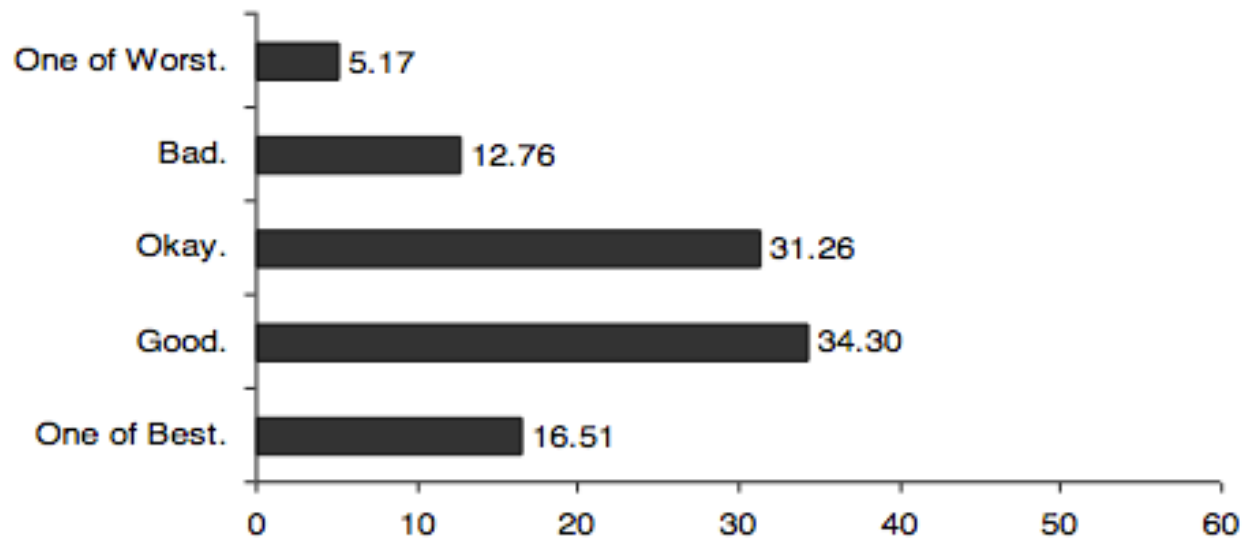
Annual teacher attrition by category (in 2014)

Category	All teachers	New teachers
Kindergarten	6.5%	8.5%
Elementary	6.5%	11.3%
Middle	7.0%	13.4%
High	7.2%	15.8%
Special Ed	6.3%	10.7%
English as a Second Language	7.1%	15.5%

7. Lack of instructional resources

Without the resources to plan and execute lessons, teachers may struggle to engage students.

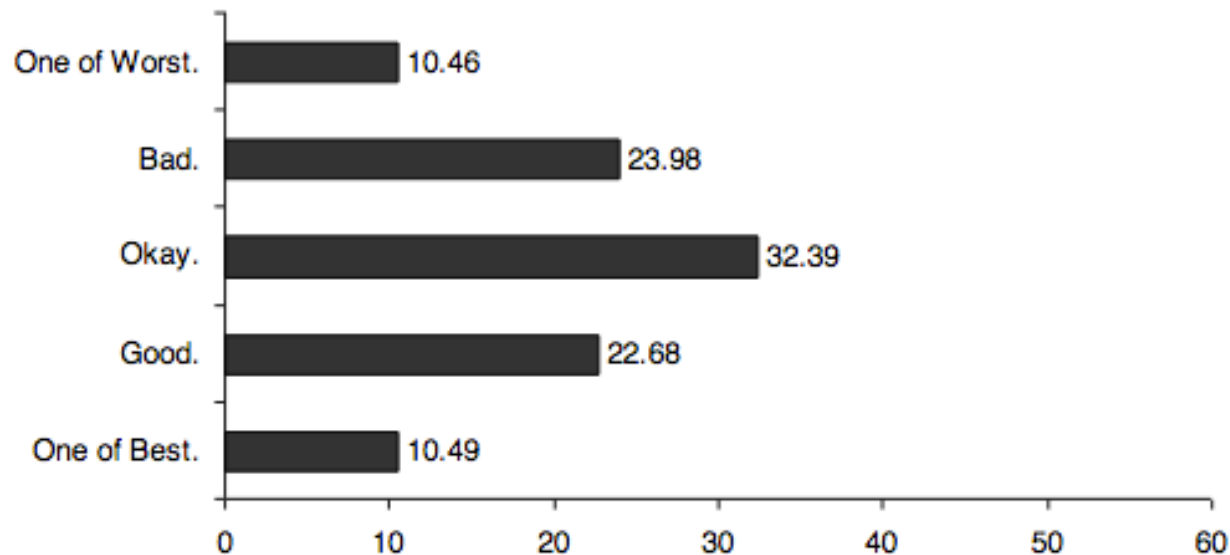
Teacher perceptions of availability of classroom supplies



8. Lack of parental engagement

When schools and parents are not in partnership, students are less likely to succeed.

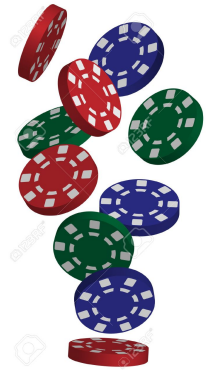
Teacher perceptions of parental involvement at school



Finalizing Leading Indicators

Goal: Narrow list of third grade literacy leading indicators to track regionally

- With you table partners– Spend your chips!
 - Most impactful and relevant
 - Alignment with current work



- *In your experience, which of these indicators most impacts teacher effectiveness?*

Key Indicator Next Steps

Planning and
Preparation

The Classroom
Environment

Instruction

Professional
Responsibilities

- Assemble research brief (like post-sec)
- Identify promising practices that address these indicators
 - L4L Network members
 - High performing school visits
 - GSU MAPLE data directors

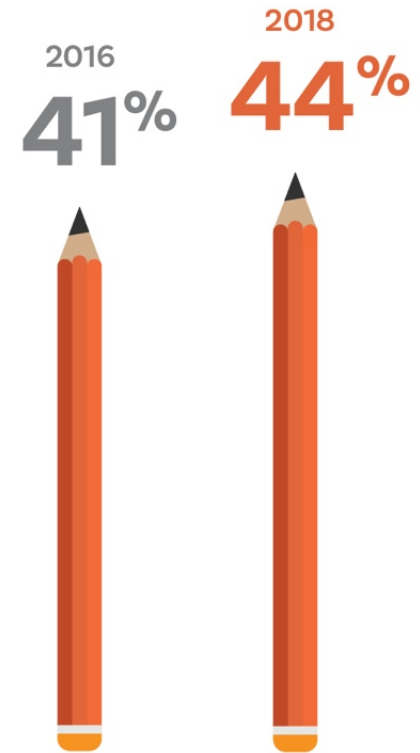
The Work of the 8th Grade Math Network



8th Grade Math Proficiency

44%

of children are proficient
in math by the end of
eighth grade.





8th Grade Math Proficiency Factors

**Access to
Rigorous Courses**

Gender Expectations

**Racial
Expectations**

School Culture

**Relevant
Curriculum**

**Interventions for
Struggling
Learners**

**Teacher
Effectiveness**

**Academic
Preparation**

**Access to
Appropriate
Technology**

Math Anxiety

**Language and
Literacy Skills**

**Use of Assessment
Data**

Work of the Change Action Network

**Amplify
bright spots**



- Eliminate barriers to scale proven solutions

**Create shared
understanding [of data]**



- Use data as a flashlight

**Engage
partners**



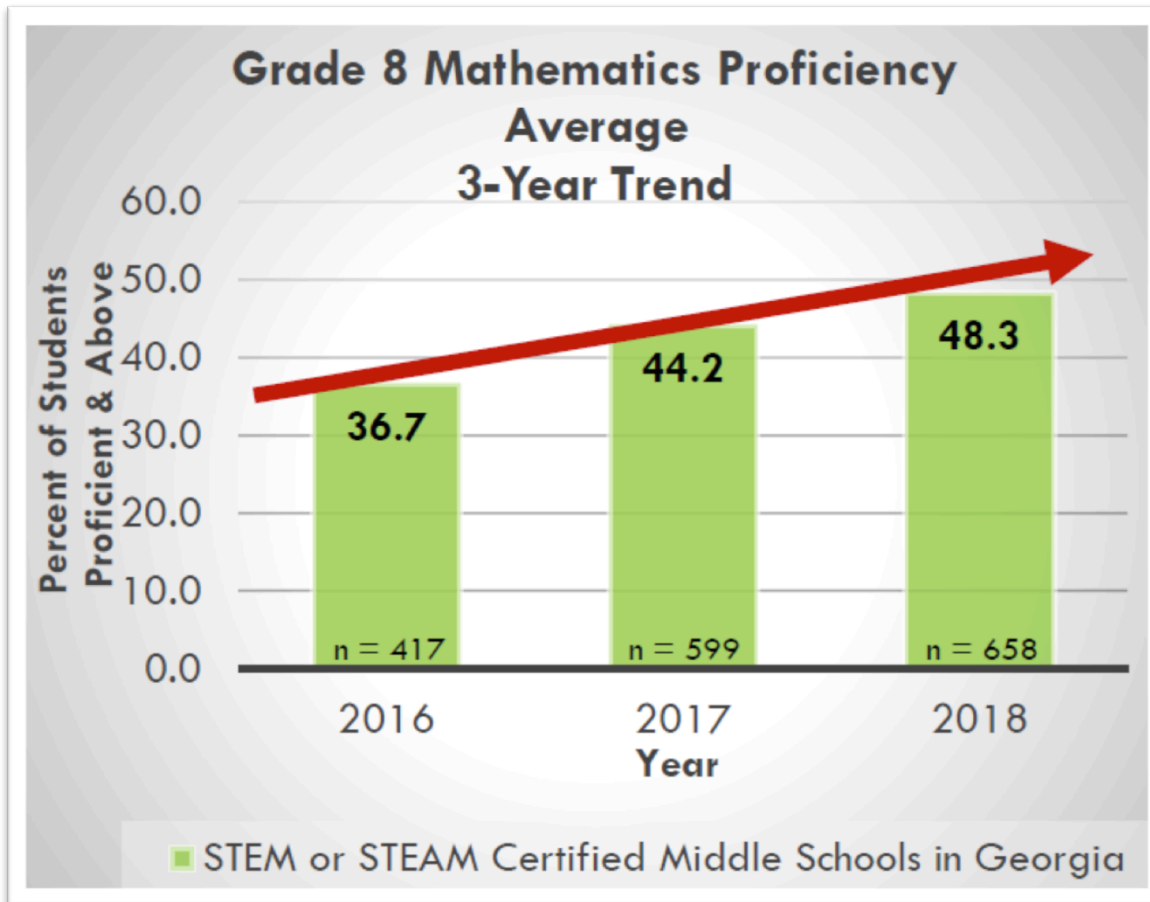
- Apply these protocols to all of our work

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

The ST(E)AM Truck closes opportunity gaps and eliminate inequities by transforming teaching and learning through an experiential maker approach.



STEM/STEAM Certification Evidence



Improves Outcomes
GA middle schools holding STEM or STEAM certification show positive gains in mathematics proficiency

A3 Report Guides Our Work

Reporting Tool

8th Grade Math Network

Sept. 2019



1. Result Plan

Community Level Outcome: 8th Grade Mathematics

Result Statement: All children in metro Atlanta will master 8th grade standards.

Indicator: % of 8th graders who are proficient in grade-level mathematics

Measurement Tool: Georgia Milestones

2. Current Conditions/Baselines Plan

Percent of 8th Grade Students Proficient and Above at Math

Group	2017-2018	2015-2016
All students	44%	41%
Female	45%	42%
Male	42%	40%
Economically disadvantaged	21%	21%
Not economically disadvantaged	62%	66%
Limited English proficient	11%	15%
Not limited English proficient	45%	45%
Asian	72%	74%
Black	27%	24%
Hispanic	35%	32%
White	72%	70%

3. Target(s) Plan

Global Target: Increase 8th grade proficiency from 44% (X) to Y% (Z) by 2022. (Measure: Georgia Milestones)

SMART Target: Increase 8th grade proficiency of economically disadvantaged students from 28% (X) to Y% (Y) by June 2022. (Measure: Georgia Milestones)

4. Factor Analysis (Story Behind the Baselines) Plan

The key factors that impact 8th Grade proficiency are:

Academic Preparation	Access to Appropriate Technology	Access to Rigorous Courses	Gender Expectations
Language and Literacy Skills	Math Anxiety	Racial Expectations	Relevant Curriculum
Interventions for Struggling Students	Teacher Effectiveness	School Culture	Use of Assessment Data

The factors that this network is focusing on:

Interventions for Struggling Students	Teacher Effectiveness	School Culture
---------------------------------------	-----------------------	----------------

5. Interventions/Strategies Do

Key Factor	Measurement	Interventions
Interventions for Struggling Students	<ul style="list-style-type: none"> % proficient LEP students % proficient SWD students # of 1's who become 2's and 2's who become 3's on milestones 	Improve student engagement through expansion of STE(A)M Truck.
Teacher Effectiveness	<ul style="list-style-type: none"> # of professional development courses # of credentialed teachers teacher years of experience TKES scores by standard Student milestones scores by subgroup 	Develop STEM/STEAM professional development plan through STEM Certification process. Enhance pedagogy through STE(A)M Truck training
School Culture	<ul style="list-style-type: none"> Students health survey Culture and climate survey Attendance rates Discipline rates 	Create STEM aligned culture through STEM certification process.

6. Action Plan (Who, What, When, Where & How) Do

Key Intervention	Lead	Next Update Due
Plan to scale STE(A)M Truck		
Plan to Scale STEAM/STEM Certification		

7. Status (Tracking Interventions Above) Study

Measure Expansion of STEAM Truck

Measure Expansion of Certification

Status
Goal: X students
Current: X students

8. Action Commitments Act

Key Next Steps?

Purpose

- Focus work
- Track progress
- Accountability
- Capacity Building

School Board Engagement Planning

- Challenge
 - School Boards are largely unaware of Learn4Life
 - District ownership is key to sustainability of Learn4Life
- Lunchtime Briefing: Planning for January 28, 2020
- Goals
 - Share the L4L model, plan, and progress to date
 - Be clear that L4L is non-political and focuses on program, not policy
 - Build connections between school board members across region

Any watch-outs or other considerations?

Feedback/Ticket out the Door

- **Write a + on side of the index card:** share one strength of today's session
- **Write a - on side of the index card:** write one question you still have, one idea you would like to challenge or one suggestion for improvement of today's session.

L4L Next Steps

➤ **Follow up email next week**

➤ **Upcoming meetings for 2020:**

- Thursday, March 26
- Thursday, June 25
- Wednesday, September 16
- Thursday, December 10

➤ **Consider sending staff to Network meetings:**
Lets us know if others from your org would benefit

➤ **Watch for blog updates:** Consider being a contributor