Vision for Excellence: Education

Kennedy Middle School – Parent Resource Center
Agenda

• Welcome/Program Overview

• Atlanta Promise Neighborhoods/Choice Neighborhoods
  – Overview of APN education and health priorities (*Don Speaks*)
  – Overview of AUCC activities (*Dr. Sherry Turner*)
  – Overview of Choice Neighborhoods (*Trish O’Connell*)

• Crib to K – Early Learning
  – United Way priorities and initiatives (*Katrina Mitchell*)

• Kindergarten to 2nd Grade
  – The significance of K-2 (*Donnell Underdue & Lalesia Grissom*)

• Importance of Parental Involvement
  – Brief overview: [www.greatschools.org](http://www.greatschools.org) (*Dr. Norman Johnson, Marvin Nesbitt & Peter Richardson*)

• Wrap-up / Q&A
Welcome

• Program Overview
  – Dr. Norman Johnson
  – Marvin Nesbitt
APN / CN

• Overview of APN Education and Health Priorities
  – Don Speaks, Morehouse School of Medicine
APN / CN

• Overview of AUCC Activities
  – Dr. Sherry Turner, Spelman College
APN / CN

• Overview of Choice Neighborhoods
  – Trish O’Connell, Atlanta Housing Authority
Early Learning

• Crib To K
  – Katrina Mitchell, United Way
Early Childhood & the Atlanta Promise Neighborhood
United Way believes that we must work collaboratively with our partners to give our children the tools to:

• Enter school ready to succeed
• Read proficiently by the end of 3rd grade
• Avoid risky behaviors
• Transition successfully through middle school
• Graduate high school on time
• Succeed in college, work, and life
Working with children and youth ages birth-21 to prepare them for success in college, work and life.

Our goal is to keep children in this pipeline from birth to age 21.

These five strategies work in conjunction to ensure that children stay in the pipeline through each phase of growth.

Keeping children in the pipeline is only possible with the following critical elements acting as insulation: family and caring adults, safe and supportive environments, peer support, high-quality services and programs, financial stability, and health and wellness.

Keeping young people in the pipeline from ages 0-21 is critical in order for them to avoid risky behaviors, which reside outside the pipeline and apply constant pressure inward. Strategies for counteracting risky behaviors are policy, teen leadership, and parent involvement.
Children enter school ready to learn and graduate prepared for careers

- School readiness and early grade literacy
- Successful middle school transitions
- On-time high school graduation
- Completion of college or advanced training

Youth avoid risky behaviors

- Teen pregnancy/STDs
- Alcohol/tobacco/drug use
- Childhood obesity
- Juvenile justice
5 Things We Know

• Investing early and often makes a difference
• High Quality programs that support the whole child are essential
• Language and literacy development is a key predictor of later school success
• Supporting a full range of learning opportunities, formal/informal, in school and out benefits families and communities
• Most students who dropout are identifiable years before they dropout, struggle in or disengage from school.
The Facts

• Although the APN has adequate capacity for licensed Early Learning Programs (69.95 childcare slots per 100 children and 97.25 pre-K funded slots per 100 children), there is a need to determine the quality and consistency of childcare standards across providers, including informal caregivers.

• 66.1% of children aged 0-5 attend a daycare or preschool
Table 12. APN Child Care and Pre-K Capacity

<table>
<thead>
<tr>
<th>Child Care Slots*</th>
<th>Licensed Capacity</th>
<th># 0-4</th>
<th>Slots per 100 Children (age 0-4)</th>
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<tbody>
<tr>
<td>ATL</td>
<td>12506</td>
<td>28396</td>
<td>44.04</td>
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<tr>
<td>APN</td>
<td>1483</td>
<td>2120</td>
<td>69.95</td>
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<table>
<thead>
<tr>
<th>Pre-K Funded Slots*</th>
<th>Funded Pre-K Slots</th>
<th>Estimated # of 4-year olds</th>
<th>Slots per 100 Children (age 4)</th>
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<tr>
<td>ATL</td>
<td>2600</td>
<td>5969</td>
<td>43.56</td>
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<tr>
<td>APN</td>
<td>420</td>
<td>432</td>
<td>97.25</td>
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</table>

*Georgia Department of Early Care and Learning (DECAL)
Types of Care in Birth through 5

• Licensed Child Care
  – Child Care Centers
  – Group Day Care Homes
  – Family Day Care Homes
• Georgia’s Pre-K Programs
• Head Start (3 – 5 year olds)
• Early Head Start (pregnant mothers, infant – 2 year olds)
• Preschool programs exempt from licensing rules
• Private schools
• Family, Friend, and Neighbor Care
## School Readiness & Early Grade Literacy Strategies

<table>
<thead>
<tr>
<th>Parenting Skills and Leadership</th>
<th>Quality Early Learning Experiences</th>
<th>Language &amp; Literacy</th>
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</thead>
<tbody>
<tr>
<td>Parent Leadership Institute *</td>
<td>Accreditation Facilitation Project</td>
<td>Get Ready to Read!</td>
</tr>
<tr>
<td>Parents As Teachers *</td>
<td></td>
<td>Jumpstart Atlanta *</td>
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<td></td>
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<td>Read Right From the Start-P *</td>
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<td></td>
<td></td>
<td>Kindercamp/Transition Summer Academy</td>
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* Requires funding from USDOE
To learn more about United Way’s Early Childhood programs and initiatives, visit www.smartstartga.org
SCHOOL CHOICE PRESENTATION

Presented by

Mr. Donell Underdue, Jr.,
SRT-1 Executive Director
SRT1 AYP Meets + Exceeds

Math:
- Meets: 53.28%
- Exceeds: 19.06%

Reading:
- Meets: 57.42%
- Exceeds: 22.46%

Total:
- Meets: 79.88%
- Exceeds: 22.46%
SRT1 Reading

2012 AMO
AMO, 86.70%

2011 AMO
AMO, 80.00%

Reading
Meets, 57.42%
Exceeds, 22.46%

Overall, 79.88%
APN Schools Meeting AYP

- Bethune: Math ME, 71.60% Reading ME, 83.70%
- Brown: Math ME, 77.40% Reading ME, 89.40%
- Kennedy: Math ME, 79.40% Reading ME, 89.70%
APN Schools Not Meeting AYP

The bar chart shows the percentage of students meeting AYP (Achievement of Yearly Progress) in Math and Reading for two schools, Herndon and Jones.

- **Herndon**:
  - Math ME: 54.20%
  - Reading ME: 67.20%

- **Jones**: (The data for Jones is not fully visible in the image provided.)
Bethune Reading

- 2013: AMO, 93.30%
- 2012: AMO, 86.70%
- 2011: AMO, 80.00%
- 2010: AMO, 73.30%
- 2009: Reading, 0.00%

Reading: 88.20%
Reading: 83.70%
Bethune Math

2013: AMO, 91.70%
2012: AMO, 83.30%
2011: AMO, 75.00%
2010: AMO, 66.70%
2009: Math, 0.00%

AMO: Red
Math: Blue
APN School Data Compared to 2012 AMO Data

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<td>Bethune</td>
<td>83.7</td>
<td>71.6</td>
<td>86</td>
<td>71.5</td>
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<td>Herndon</td>
<td>67.2</td>
<td>54.2</td>
<td>89.4</td>
<td>77.4</td>
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<tr>
<td>Jones</td>
<td>71.5</td>
<td></td>
<td>89.7</td>
<td>79.4</td>
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<tr>
<td>Brown</td>
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<tr>
<td>Kennedy</td>
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<tr>
<td>2012 Rdg/LARTS AMO</td>
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<td></td>
<td></td>
<td>86.7</td>
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<tr>
<td>2012 Math AMO</td>
<td></td>
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<td></td>
<td>83.3</td>
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Herndon Reading

2013: AMO, 93.30%
2012: AMO, 86.70%
2011: AMO, 80.00%
          Reading, 67.20%
2010: AMO, 73.30%
          Reading, 73.40%
2009: AMO, 73.30%
          Reading, 63.00%
Herndon Math

2013
AMO, 91.70%

2012
AMO, 83.30%

2011
AMO, 75.00%
Math, 54.20%

2010
AMO, 66.70%
Math, 54.10%

2009
AMO, 66.70%
Math, 62.80%

AMO  Math
Jones Math

- 2013: AMO, 91.70%
- 2012: AMO, 83.30%
- 2011: AMO, 75.00%
- 2010: AMO, 66.70%
- 2009: AMO, 66.70%

Math scores:
- 2011: Math, 71.50%
- 2010: Math, 71.30%
- 2009: Math, 0.00%
Brown Reading

- 2013: AMO, 93.30%
- 2012: AMO, 86.70%
- 2011: AMO, 80.00%, Reading, 89.40%
- 2010: AMO, 73.30%, Reading, 90.10%
- 2009: AMO, 73.30%, Reading, 88.80%
Brown Math

- 2013: AMO, 91.70%
- 2012: AMO, 83.30%
- 2011: AMO, 75.00%
  Math, 77.40%
- 2010: AMO, 66.70%
  Math, 75.40%
- 2009: AMO, 66.70%
  Math, 70.90%
Kennedy Reading

- 2012: AMO, 86.70%
- 2011: AMO, 80.00%
  - Reading, 89.70%
- 2010: AMO, 73.30%
  - Reading, 89.10%
- 2009: AMO, 73.30%
  - Reading, 0.00%

Legend:
- AMO
- Reading
Kennedy Math

- 2012: AMO, 83.30%
- 2011: AMO, 75.00%
  - Math, 79.40%
- 2010: AMO, 66.70%
  - Math, 71.30%
- 2009: AMO, 66.70%
  - Math, 0.00%
BASIC LITERACY
SOME THINGS TO CONSIDER...

38% of fourth graders read “below basic” level.

47% of America’s adults can perform only simple literacy tasks.

16% of poor readers are from college-educated families.

47% of adults do not read well enough to meet normal job requirements.

50% of African American students do not graduate from high school.
The Reading Reality

The National Reading Panel Report (National Institute of Child Health and Human Development [NICHD], 2000) summarized several decades of scientific research that clearly shows effective reading instruction addresses five critical areas. These five areas were incorporated into the No Child Left behind Act and the Reading First initiative as essential components of effective reading instruction.
**Systematic instruction** reflects several important characteristics. Skills and concepts are taught in a planned, logically progressive sequence.

**Explicit instruction** means the teacher states clearly what is being taught and models effectively how it is used by a skilled reader.
The Essential Components of Reading

• Phonemic Awareness
• Phonics
• Vocabulary
• Fluency
• Comprehension
• *Language Development*
Phonemic awareness - Is the ability to recognize the sounds in spoken language and how they can be:

- **segmented** (pulled apart)
- **blended** (put back together)
- **manipulated** (added, deleted, and substituted).
PHONICS

Is a method of instruction that teaches students the systematic relationship between the letters and letter combinations (graphemes) in written language and the individual sounds (phonemes) in spoken language and how to use these relationships to read and spell words,
Vocabulary refers to the knowledge of words and word meanings. There are four types of vocabulary: listening, speaking, reading, and writing.

<table>
<thead>
<tr>
<th>Four Types of Vocabulary</th>
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<tbody>
<tr>
<td><strong>Listening:</strong> words we understand when others talk to us</td>
<td><strong>Speaking:</strong> words we use when we talk to others</td>
</tr>
<tr>
<td><strong>Reading:</strong> words we know when we see them in print (sight words and words we can decode)</td>
<td><strong>Writing:</strong> words we use when we write</td>
</tr>
</tbody>
</table>
FLUENCY

Fluency is a combination of accuracy, rate, and prosody (the song of language) as children read text orally. Fluency is not just high speed word recognition or automaticity.
COMPREHENSION

Comprehension involves constructing meaning that is reasonable and accurate by connecting what has been read to what the reader already knows and thinking about all of this information until it is understood. Comprehension is the final goal of reading instruction.
CONCLUSION…
The five essential components of effective reading instruction represent ingredients that must be present in order for children to learn to read. Effective teachers know how to blend these ingredients in the right proportions to meet the unique needs of each child.
Support

• Importance of Parental Involvement
  – Dr. Norman Johnson
  – Marvin Nesbitt
    • Brief overview of the importance of parental involvement: www.greatschools.org
  – Peter Richardson
    • Kennedy Middle School Parent Resource Center
Wrap-Up / Q&A

• **Update on APS**
  – Donnell Underdue

• **How can you be involved?**
  – Dr. Norman Johnson