Who’s In the Room?

• Name
• Title
• Organization

At your Tables –

What is one goal you have for yourself this summer?
The Mission of Learn4Life

To ensure that every child in our region becomes a thriving citizen who achieves success in school, career, and life
Metro Atlanta is growing

Five Core Counties

K-12 Students

2017-2018
606,992

2010-2011
569,159

Non-white Change in Eight Years, 2010-2018
78% in 2018
54,000+

Low-Income Change in Eight Years, 2010-2018
59% in 2018
35,000+

Limited English Change in Eight Years, 2010-2018
16% in 2018
35,000+

Source: The Governor's Office of Student Achievement (GOAS), 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.
The three-year strategic plan is focused on collective impact

What we do:

- Amplify bright spots
- Create shared understanding [of data]
- Engage partners
- ...in an environment of sustained trust, learning, and momentum
What Will L4L Look and Feel Like in 2022

• **L4L will drive change through Metro ATL;** by identifying proven strategies to address the core indicators, L4L will enable improvement of overall outcomes for students throughout the region.

• **“Bright Spots” impact will grow;** by building a data-driven continuous improvement process, L4L will enhance the scale and impact of each bright spot strategy.

• **Partnership and stakeholder engagement will remain high;** by building a mature “backbone”, L4L staff will communicate progress and share thought leadership to facilitate CAN engagement.

• **The Leadership Council and CANs will be tightly connected,** to allow the sharing of best practices and lessons learned.
Update on L4L Progress

PHASE 1
- Kindergarten Readiness

PHASE 1
- 3rd Grade Reading Proficiency

PHASE 3
- 8th Grade Math Proficiency

PHASE 2
- High School Graduation

PHASE 2
- Post-Secondary Enrollment

PHASE 2
- Post-Secondary Completion
Post-Secondary Bright Spot Overview
44% of children are proficient in math by the end of eighth grade.
# 8th Grade Math Proficiency Factors

<table>
<thead>
<tr>
<th>Category</th>
<th>Factor</th>
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<tbody>
<tr>
<td>Access to Rigorous Courses</td>
<td>Gender Expectations</td>
</tr>
<tr>
<td>School Culture</td>
<td>Relevant Curriculum</td>
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<tr>
<td>Teacher Effectiveness</td>
<td>Academic Preparation</td>
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<tr>
<td>Math Anxiety</td>
<td>Language and Literacy Skills</td>
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<td></td>
<td>Racial Expectations</td>
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<td></td>
<td>Interventions for Struggling Learners</td>
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<td></td>
<td>Access to Appropriate Technology</td>
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<td></td>
<td>Use of Assessment Data</td>
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Conducted Schools Visits to High Performers

Selected Schools
- Drew Charter School
  - Atlanta Public Schools
- Rex Mill Middle School
  - Clayton County
- Fantastic Freedom MS
  - DeKalb County
(*Tapp Middle School
  - Cobb County)

Source: GOSA, 2016-2017 EOG Georgia Milestones Report & Enrollment by Subgroup Programs
Framework to Identify Bright Spots

Key Factors

Interventions for Struggling Learners

School Culture

Teacher Effectiveness

What’s Working?

Where are things working?

Leadership Council Criteria

Selected Strategies

Bright Spots to Scale
Work of the Change Action Network

1. Eliminate barriers to scale proven solutions

2. Use data as a flashlight

3. See ourselves in this work

4. Apply these protocols to all of our work
The Reason for Bright Spots…

- Prove that progress can be made

- Goal is a movement around successful practice, but it starts with Bright Spots
Our mission is to close opportunity gaps and eliminate inequities by transforming teaching and learning through an experiential maker approach.
Barrier to Scaling

- STE(A)M Truck is most influential in shifting teacher effectiveness, school culture, and interventions through impact partnerships with schools (20+ days per school year).

- When school administrators do not fully understand the depth of their current school challenges and how ST can address those challenges, they are unlikely to invest in an impact partnership with STE(A)M Truck.
Implementation of STEM/STEAM in GEORGIA shows PROMISING RESULTS

WWW.STEMGEORGIA.ORG

Average Grade 8 Georgia Milestones Achievement Mathematics % Developing Learner & Above

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent of Students</th>
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<tbody>
<tr>
<td>2016</td>
<td>81.3</td>
</tr>
<tr>
<td>2017</td>
<td>85.4</td>
</tr>
<tr>
<td>2018</td>
<td>86.2</td>
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Georgian middle schools holding GaDOE school-wide STEM or STEAM certification show positive gains in mathematics achievement with an increase in the percentage of developing learners and above over a three-year trend.
Barrier to Scaling

- STEM/STEAM teacher professional development is one of the criteria for school certification.

- Partnerships with non-profits and businesses help provide relevant, industry-focused PD.

- Schools face the challenge of identifying partners who can help provide quality STEM/STEAM teacher PD.
ACTIVITY: Overcoming Barriers to Scale

Goal: Harness Wisdom of Group

• Purpose is to:
  1. Help bright spots address challenge
  2. Learn from each other
  3. Take learnings back to your org
Network Next Steps

Survey – please complete now

Upcoming meetings:
• Thursday, August 1
• Tuesday, October 1

Follow us on Twitter: @L4LMetroAtlanta