Who’s In the Room?

• Name
• Title
• Organization

At your Tables –

Share one word that describes 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

COBB
GWINNETT
FULTON
DEKALB
CLAYTON

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 (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
L4L Key Indicators

PHASE 1
1. Kindergarten Readiness
2. 3rd Grade Reading Proficiency

PHASE 2
3. 8th Grade Math Proficiency
4. High School Graduation
5. Post-Secondary Enrollment
6. Post-Secondary Completion

PHASE 3

Learn4Life
74% of the 2014 graduating class was enrolled in a post-secondary institution after 16 months.

27% of the 2012 graduating class had earned a post-secondary degree or credential by 2017.
# Post-Secondary Factor Analysis: Success Factors

## Enrollment
- Social Skills and Family Support
- College-Going Culture
- Academic Preparation
- Exposure to College
- College Entrance Exams
- College Applications
- Financial Support (FAFSA)
- Good Fit and Match

## Completion
- Social and Academic Norms
- College Enrollment
- College Orientation
- Academic Support
- Financial Support
- Appropriate Coursework
- Career Exposure
Counseling Support is Limited in HS

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

Selected Post-Sec Bright Spots

- Financial Support (FAFSA)
- College-Going Culture
- Academic Preparation
A Deeper Partnership with GSU

METRO ATLANTA POLICY LAB FOR EDUCATION
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"
- Took SAT/ACT
- Retook SAT/ACT
- SAT/ACT Score
- 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"
- Took SAT/ACT
  - (Retook SAT/ACT)
  - (SAT/ACT Score)
- SAT/ACT Scores Above USG Minimum
- Freshman Index Above USG Minimum
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

Learn4Life
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

- **Amplify bright spots**
- **Create shared understanding [of data]**
- **Engage partners**

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

- Eliminate barriers to scale proven solutions
- Use data as a flashlight
- Adopt practices that help achieve your goals
- Apply these protocols to all of our work
Learning from Interventions is Essential
Reporting Tool Structures Interventions

- Result Statement / Baseline
- Target Setting
- Barriers to Scaling
- Interventions / Action Plan
Reporting Tool Detail

1. Result

**Community Level Outcomes 8th Grade Mathematics**

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

*Indicators:*
- % of 8th graders who are proficient in grade-level mathematics
- Measurement Tool: Georgia Milestones

2. Current Conditions/Baselines

<table>
<thead>
<tr>
<th>Percent of 8th Grade Students Proficient and Above at Math</th>
<th>2017-2018</th>
<th>2016-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economically disadvantaged</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Target(s)

**Global Target:** Increase 8th grade proficiency from 44% (X) to 74% (X) by 2022. (Measure: Georgia Milestones)

**SMART Target:** Increase 8th grade proficiency of economically disadvantaged students from 28% (X) to 74% (X) by June 2022. (Measure: Georgia Milestones)

4. Factor Analysis (Story Behind the Baselines)

*The key factors that impact 8th grade proficiency are:*

- Academic Preparation
- Access to appropriate technology
- Language and literacy skills
- Math anxiety
- Interventions for struggling students
- Teacher effectiveness
- School culture
- Use of assessment data

5. Interventions/Strategies

<table>
<thead>
<tr>
<th>Key Factor</th>
<th>Measurement</th>
<th>Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interventions for Struggling Students</td>
<td>% proficient LEP students</td>
<td>Improve student engagement through expansion of STE(A)M Truck.</td>
</tr>
<tr>
<td>Teacher Effectiveness</td>
<td>Number of professional development courses</td>
<td>Develop STEM/STEAM professional development plan through STEM Certification process</td>
</tr>
<tr>
<td></td>
<td>Number of credentialed teachers</td>
<td>Enhance pedagogy through STE(A)M Truck training</td>
</tr>
<tr>
<td></td>
<td>Teacher years of experience</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TELC scores by standard</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student milestones scores by subgroup</td>
<td></td>
</tr>
<tr>
<td>School Culture</td>
<td>Students health survey</td>
<td>Create STEM aligned culture through STEM certification process</td>
</tr>
<tr>
<td></td>
<td>Culture and climate survey</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Attendance rates</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discipline rates</td>
<td></td>
</tr>
</tbody>
</table>


**Key Intervention**

- Plan to scale STE(A)M Truck

**Lead**

**Next Update Due**

7. Status (Tracking Interventions Above)

<table>
<thead>
<tr>
<th>Measure Expansion of STEAM Truck</th>
<th>Measure Expansion of Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Status**

- Goal: X students
- Current: X students

8. Action Commitments

**Key Next Steps**

- Implement strategies
- Monitor progress
- Adjust interventions as needed
8th Grade Math Reporting Tool

1. Result
2. Current conditions
3. Targets
4. Factor analysis
5. Interventions
6. Action plan
7. Status
8. Action commitments

8th grade math proficiency is one of Learn4Life’s six regional outcomes.
Is there another cut of data that is necessary for our network’s understanding?
8th Grade Math Reporting Tool

1. Result
2. Current conditions
3. Targets
4. Factor analysis
5. Interventions
6. Action plan
7. Status
8. Action commitments

We will set these targets later.
8th Grade Math Reporting Tool

1. Result
2. Current conditions
3. Targets
4. Factor analysis
5. Interventions
6. Action plan
7. Status
8. Action commitments

The network selected three factors to focus on.
8th Grade Math Reporting Tool

1. Result
2. Current conditions
3. Targets
4. Factor analysis
5. Interventions
6. Action plan
7. Status
8. Action commitments

How should we measure progress on our three factors? What would you add to these lists?
8th Grade Math Reporting Tool

1. Result
2. Current conditions
3. Targets
4. Factor analysis
5. Interventions
6. Action plan
7. Status
8. Action commitments

We will complete this later, with high level information from the bright spot plans.
8th Grade Math Reporting Tool

1. Result
2. Current conditions
3. Targets
4. Factor analysis
5. Interventions
6. Action plan
7. Status
8. Action commitments

What should we track to share progress?
8th Grade Math Reporting Tool

1. Result
2. Current conditions
3. Targets
4. Factor analysis
5. Interventions
6. Action plan
7. Status
8. Action commitments

We’ll complete this later.
Factors led to bright spots

- Teacher Effectiveness
- School Culture
- Interventions for Struggling Learners
Our mission is to close 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
ACTIVITY: Revise Reporting Tool

Goal: Harness Wisdom of Group

• Purpose is to:
  1. Help bright spots address challenges
  2. Learn from each other
  3. Take learnings back to your organization
Georgia Dept. of Education
STEM/STEAM Forum

• In Athens October 21-22

• Register: http://www.stemgeorgia.org/stem-steam-forum/
Network Next Steps

Survey – please complete now

Upcoming meeting:
• Thursday, November 21

Follow us on Twitter: @L4LMetroAtlanta