Who’s In the Room?

- Name
- Title
- Organization

At your Tables –

*Who was your favorite math teacher?*
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  DEKALB  FULTON  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.

Learn4Life
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

1. Kindergarten Readiness
2. 3rd Grade Reading Proficiency
3. 8th Grade Math Proficiency
4. High School Graduation
5. Post-Secondary Enrollment
6. Post-Secondary Completion
The Work of the 3rd Grade CAN
39% of children are reading proficiently by the end of third grade.
Third Grade Reading Proficiency Factors

- Attendance
- Physical Health (oral, hearing, vision)
- School and Classroom Climate
- Language Development
- Socio-Emotional Competence
- Children’s Mental Health
- Birth Outcomes
- Early Childhood Education
- Summer Learning Loss
- Adult Literacy
- Teacher Preparation and Effectiveness

Change Action Network focus areas
3rd Grade Network Key Driver Diagram

Interventions/Strategies

Global Target: Improve 3rd grade reading proficiency rate in metro Atlanta

- Physical Health
- Birth Outcomes
- Adult Literacy
- Early Childhood Education
- Teacher Preparation
- Social-Emotional Competence
- School and Classroom Climate
- Children’s Mental Health
- Attendance
- Language Development
- Summer Learning Loss
3rd Grade Reading Change Action
Network Progress

- Launching additional workgroup managed by GLISI to improve enrollment
- Increased connections to funders and expanded partnerships
- Side-by-side year
  - Citywide worksheet
  - Supporting large “asks”
3rd Grade Reading Excellent School Visits

Proficiency of ED students (L4L Regional Avg. = 24.8%)

Proficiency of ALL students (L4L Regional Avg. = 39.4%)

% of ED Students Enrolled (L4L Regional Avg. = 59.2%)

Source: GOSA, 2017-2018 Georgia Milestones End-of-Grade Assessments by Grade
Excellent Schools are Everywhere
• 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.**
Literacy Reform Adoption and Implementation

The work of Learn4Life

- Convene a Design Lab series with district academic leads to develop two-way ambassadorship between Cox and participating districts

- Use Design Lab feedback to inform ongoing development priorities
The Work of the Math CAN
44% of children are proficient in math by the end of eighth grade.
### 8th Grade Math Proficiency Factors

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

Grade 8 Mathematics Proficiency Average 3-Year Trend

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent of Students Proficient &amp; Above</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>36.7</td>
<td>417</td>
</tr>
<tr>
<td>2017</td>
<td>44.2</td>
<td>599</td>
</tr>
<tr>
<td>2018</td>
<td>48.3</td>
<td>658</td>
</tr>
</tbody>
</table>

STEM or STEAM Certified Middle Schools in Georgia

Learn4Life
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
Reporting tools or “A3s” frame and guide our work

The network level A3 is our North Star – 8th grade math proficiency for all students.
Today’s Work

A continuation of the challenges addressed in previous meetings…

STEM/STEAM Certification
• Where are metro Atlanta middle schools are in the certification pipeline?

STE(A)M Truck
• Which middle schools should STE(A)M Truck target for 2020 programming?
Which metro Atlanta middle schools are in the certification pipeline? How do we define where they are in the pipeline?

• **Context**: Schools self-identify as in process

• **Importance**: We cannot provide support if we cannot name the schools and their needs
Section 2 is partly incomplete. We need to determine the baseline # of schools in the certification pipeline.
Which metro Atlanta middle schools are in the certification pipeline? How do we define where they are in the pipeline?

1. Determine which schools are in the certification pipeline
2. Select key, challenging attributes of certification
3. Interview in process schools, and place in stages
4. Identify solutions to common challenges to support schools
Which metro Atlanta middle schools are in the STEM certification pipeline? How do we define where they are in the pipeline?

How will we determine which schools are “in process”?

- APS
- Clayton
- Cobb
- Decatur
- DeKalb
- Fulton
- Gwinnett
- Marietta
Which metro Atlanta middle schools are in the STEM certification pipeline? How do we define where they are in the pipeline?

Discuss in small groups

• For the “in-process” schools, should we ask only open-ended questions? [ie “what’s working and what are your pain points?”]

OR…

• Which 3 (ish) of these 17 criteria should this network focus their interviews around?
Which metro Atlanta middle schools are in the certification pipeline? How do we define where they are in the pipeline?

**Action Commitments**
- Who is reaching out to each district?
- What questions are we asking?
Which middle schools should STE(A)M Truck target for 2020 programming?

• **Context:** As a result of previous meetings, ST decided to use the UW’s Child Well-Being Index as its data source for targeting schools for expansion

• **Importance:** ST can impact 8th grade math outcomes by working with middle school students
Which middle schools should STE(A)M Truck target for 2020 programming?

- Section 2 is updated.
- ST is scaling into more middle schools next year.
Which middle schools should STE(A)M Truck target for 2020 programming?

Discuss in groups of 2-4

• Which data categories should ST prioritize when selecting schools?
  • Use the Child Well-Being Index and
  • ST’s ‘Ideal Student Profile’
• You get 7 “votes” to distribute however you’d like across the 14 measures
• Record your votes on your ballot
L4L’s Math Network is Engaged!

In Review…
• DOE’s Statewide STEM Conference
• Mathematics Equity Summit
• Dr. Jay Gillen, Algebra Project
• UW’s STEMUp Youth Maker Competition
• 3 STE(A)M Truck Demo Days

Upcoming…
• Invites?
Network Next Steps

Survey – please complete now

Upcoming meetings:
• Monday, January 27
• Thursday, March 12
• Thursday, May 28

Follow us on Twitter: @L4LMetroAtlanta