Who’s In the Room?

- Name
- Title
- Organization

At your Tables –

*What would you do if you suddenly had two weeks off work?*
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

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
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
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”
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 10 year 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

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

- Physical Health
- Teacher Effectiveness
- Early Childhood Education

Get Georgia Reading
Focusing Our Work

1. Kindergarten Readiness
2. 3rd Grade Reading Proficiency
3. 8th Grade Math Proficiency
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- Physical Health
- Teacher Effectiveness
- Early Childhood Education

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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
Potentially Transferable Practices

- Arts-integration
- External professional development curation
- Teacher mentoring
- Trauma-informed practices
The Work of the Math CAN
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

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Framework to Identify Bright Spots

Key Factors

- Interventions for Struggling Learners
- School Culture
- Teacher Effectiveness

What’s Working?

Where are things working?

Selected Strategies

Leadership Council Criteria

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
Program Model

What
• Fleet of mobile maker spaces that provides STEM learning to students, and builds capacity in teachers

How
• Engagement: 1-5 days
• Impact: about 20 days
Evidence of success

Of 8\textsuperscript{th} graders who participate…

- 87% show non-cognitive gains
- 82% show applied STEM skills improvement
- 70% show improved confidence to choose a STEM career
Program Model

What

• STEM/STEAM education is a transformative approach to traditional teaching and learning that fosters creativity and innovative thinking in all students.

How

• Multi-year, multi-step process that includes meeting 17 criteria to become certified by the GaDOE.
STEM/STEAM Certification Evidence

Improves Outcomes
GA middle schools holding STEM or STEAM certification show positive gains in mathematics proficiency.
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
Supporting Schools Toward STEM Certification

CAN is identifying which Atlanta middle schools are in the certification pipeline (~30) and where they are stuck.

1. Determine which schools are in the certification pipeline.
2. Survey in process schools, and place in stages.
3. Select key, challenging attributes of certification.
4. Identify solutions to common challenges to support schools.

To identify common challenges schools face in certification to focus our support.
STEM Middle School Survey

Identifying common opportunities for schools as they move through the certification process

- **Districts Represented (10 schools)**
  - Cobb
  - Clayton
  - Gwinnett
  - Atlanta Public Schools

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

- **Importance**: We can provide support if we can name the schools and their needs
In-Process Certification Results

STEM/STEAM Survey Results
- Very Evident
- Evident
- Somewhat Evident
- No Evidence

1. STEM/STEAM Competitions, Exhibits, Clubs, and/or Career...
2. Participation in STEM/STEAM Activities
3. STEM/STEAM Enrichment Programs
4. Characteristics of the STEM/STEAM Curriculum
5. Student Rigor & Relevance and Instructional Quality
6. Professional Learning: Teacher Content Knowledge
7. Professional Learning: Instructional Practices
8. Teacher Collaboration
9. Math and Science Instruction
11. Internal and External Communication
12. STEM/STEAM Curriculum
13. STEM/STEAM Curriculum: Day-to-Day Interdisciplinary...
14. Technology Integration
15. Investigative Research
16. STEM/STEAM Journals
17. Accountability/Sustainability
Today’s Activity

1. Review data as a table.

2. Discuss focus areas based on the number of schools demonstrating success (most need vs most success).

3. Identify 5 criteria the network should focus on based on your group preference.

4. Prioritize the 5 criteria on the chart based on how well the network can address these criteria.
Next Steps

1. Determine which schools are in the certification pipeline

2. Survey in process schools, and place in stages

3. Select key, challenging attributes of certification

4. Identify solutions to common challenges to support schools

- ✔ In process
- ✔
- Next meeting
Context

• ST builds staff capacity for experiential learning that continues after ST drives away.

• As ST expands into more middle schools, its impact will be stronger if it creates long-term changes to whole-school culture.
Today’s Activity

Key Question
• What factors within schools facilitate transformational shifts in STEM learning culture?

Why this matters
• Culture change is necessary for STEM integration in schools
• Change management is hard
Our process

1. Identify the general challenges to change management

2. ST identifies specific challenges to STEM integration

3. Identify solutions to schools’ challenges in STEM integration

4. Implement and study solutions

- ✔ In process
- ✔ Next meeting
Today’s activity

• Review the 4 key levers to change management the network identified last meeting.

• STE(A)M Truck describes how they impact design thinking, PBL, and hands-on learning.

• Discuss at your table:
  o Which lever(s) should ST apply to each area?
  o How might ST address these levers?
Network Next Steps

Survey – please complete now

Upcoming meetings:
• Thursday, May 28
• Thursday, July 30

State of Education in Metro Atlanta
• Monday, May 11 – 8am-10am; RSVP

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