8th Grade Mathematics
September 27, 2018
Who’s in the room?

- Name
- Title
- Organization

- Share at your tables: what do you love most about mathematics?
Today’s Agenda

1. Provide an Overview of Learn4Life
2. Review Goals of the Change Action Network
3. Provide Bright Spot Updates
4. Analyze Data in Our Three Factors
Mission & Vision

Mission (what we are about)
  o To ensure that every child in our region becomes a thriving citizen who achieves success in school, career, and life

Vision (how we get there)
  o Convene
  o Connect
  o Report
Who We Are

Five Core Counties

K-12 Students

2016-2017
608,145

2010-2011
569,159

Non-white
Change in Six Years, 2010-2017
77% in 2017
50,000+

Low-Income
Change in Six Years, 2010-2017
60% in 2017
39,000+

Limited English
Change in Six Years, 2010-2017
13% in 2017
20,000+

Source: The Governor's Office of Student Achievement (GOSA), 2010-2011 & 2016-2017, 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.
State of Education in Metro Atlanta

- Kindergarten Readiness: 20%
  - 0-4 yr. olds attended high quality centers in 2016

- 3rd Grade Reading: 40%
  - 3rd graders were proficient in reading in 2014-2015

- 8th Grade Math Proficiency: 38%
  - 8th graders were proficient in math in 2014-2015

- High School Graduation Rate: 79%
  - Graduation rate in 2016

- Post-Secondary Enrollment: 79%
  - 79% of 2014 graduates enrolled in a post-secondary institution

- Post-Secondary Completion: 26%
  - 26% of 2011 graduates earned a credential or degree by 2016

Learn4Life
Community 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
Eighty Grade Math Proficiency

42% of children are proficient in math by the end of the 8th grade.
The Work of Change Action Networks

- Convene
- Understand Local Context
- Review Data
- Analyze Factors
- Identify Brightspots
- Develop Action Plans
Post-Secondary Factor Analysis

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

Completion
- Social and Academic Norms
- Financial Support
- College Enrollment
- Appropriate Coursework
- College Orientation
- Career Exposure
- Academic Support

Change Action Network focus areas
Selected Post-Sec Bright Spots

- Financial Support (FAFSA)
- College-Going Culture
- Academic Preparation
Data Highlights Success...

Source: CAC KPI Report generated April 28, 2018
...and Why

1:1 Interactions

At Least One Parent Meeting

<table>
<thead>
<tr>
<th>Group Mtgs</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>J</th>
<th>K</th>
<th>L</th>
<th>M</th>
<th>N</th>
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<tr>
<td>Program National Average Average</td>
<td>0%</td>
<td>8%</td>
<td>30%</td>
<td>48%</td>
<td>100%</td>
<td>1%</td>
<td>10%</td>
<td>97%</td>
<td>23%</td>
<td>35%</td>
<td>95%</td>
<td>86%</td>
<td>96%</td>
<td>32%</td>
<td>22%</td>
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</table>
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
PRIORITIZATION ACTIVITY

High Influence
Low Impact

High Influence
High Impact

Low Influence
Low Impact

Low Influence
High Impact

Teacher Effectiveness

Interventions

School Culture
8th Grade Math Proficiency Factors

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Learn4Life
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
<table>
<thead>
<tr>
<th>Proposal</th>
<th>Factor</th>
<th>Network Member</th>
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<tbody>
<tr>
<td>STEAM Truck</td>
<td>School Culture</td>
<td>Jason Martin, Ben LeBlois</td>
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<tr>
<td>Expanding STEM Programming</td>
<td>School Culture</td>
<td>Lya Snell, Felicia Cullars</td>
</tr>
<tr>
<td>Integrating Algebra &amp; Computer Science</td>
<td>School Culture</td>
<td>Bryan Cox</td>
</tr>
<tr>
<td>Generation Infocus</td>
<td>School Culture</td>
<td>Katie Landes</td>
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<td>Young People’s Project</td>
<td>Interventions</td>
<td>Vera Stenhouse</td>
</tr>
<tr>
<td>Birth to 5 Early Numeracy</td>
<td>Interventions</td>
<td>Lya Snell</td>
</tr>
<tr>
<td>Argument-Driven Inquiry</td>
<td>Teacher Effectiveness</td>
<td>Tonya Clarke</td>
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<tr>
<td>Side-by-Side Coaching &amp; Job-Embedded Training</td>
<td>Teacher Effectiveness</td>
<td>Tonya Clarke</td>
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<tr>
<td>Assessment Strategy</td>
<td>Teacher Effectiveness</td>
<td>Mark Smith</td>
</tr>
<tr>
<td>The Georgia Numeracy Project</td>
<td>Teacher Effectiveness</td>
<td>Lya Snell</td>
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</tbody>
</table>
Our Work Today

**Big Goal**
We will analyze data in order to discover bright spots in our region that can be replicated at scale.

**Today’s Process**
Identify top-performing schools to spotlight high-potential strategies.
Activity: High-Performing Schools Analysis

Goal
Identify which schools to visit to find bright spots.

How
• Review six sets of schools
• Determine criteria priorities
• Come to table and group consensus
Six views of outlier schools

- Group 1: EOG Proficiency & ED
- Group 2: EOC Proficiency & ED
- Group 3: EOG + EOC Proficiency & ED
- Group 4: EOG Growth & ED
- Group 5: EOC Growth & ED
- Group 6: EOG + EOC Growth & ED

- EOG = End-of-Grade Assessment (regular 8th grade test)
- EOC = End-of-Course Assessment (advanced, algebra I test)
- ED = Economically Disadvantaged
Outlier Group 1: EOG Proficiency of Economically Disadvantaged Students by % Economically Disadvantaged

Standard Deviation = 0.152
Mean = 22.7%
Range = 7.5% to 37.9%

Source: GOSA, 2016-2017 EOG Georgia Milestones Report & Enrollment by Subgroup Programs
## Outlier Group 1: EOG Proficiency of Economically Disadvantaged Students by % Economically Disadvantaged

<table>
<thead>
<tr>
<th>School</th>
<th>District</th>
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</thead>
<tbody>
<tr>
<td>Amana Academy School</td>
<td>Fulton County</td>
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<tr>
<td>Palmer Middle School</td>
<td>Cobb County</td>
</tr>
<tr>
<td>KIPP South Fulton Academy School</td>
<td>Fulton County</td>
</tr>
<tr>
<td>DeKalb Academy of Technology and the</td>
<td>DeKalb County</td>
</tr>
<tr>
<td>Environment Charter School</td>
<td></td>
</tr>
<tr>
<td>KIPP STRIVE Academy</td>
<td>Atlanta Public Schools</td>
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<tr>
<td>Charles Drew Charter School JA/SA</td>
<td>Atlanta Public Schools</td>
</tr>
<tr>
<td>Tapp Middle School</td>
<td>Cobb County</td>
</tr>
<tr>
<td>DeKalb PATH Academy Charter School</td>
<td>DeKalb County</td>
</tr>
</tbody>
</table>
Outlier Group 2: EOC Proficiency of Economically Disadvantaged Students by % of Economically Disadvantaged

Standard Deviation = 0.250  
Mean = 60.3%  
Range = 35.3% to 85.3%

Source: GOSA, 2016-2017 EOG Georgia Milestones Report & Enrollment by Subgroup Programs
Outlier Group 2: EOC Proficiency of Economically Disadvantaged Students by % of Economically Disadvantaged

<table>
<thead>
<tr>
<th>School</th>
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<tbody>
<tr>
<td>DeKalb PATH Academy Charter School</td>
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<tr>
<td>Tapp Middle School</td>
<td>Cobb County</td>
</tr>
<tr>
<td>Cooper Middle School</td>
<td>Cobb County</td>
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<tr>
<td>Berkmar Middle School</td>
<td>Gwinnett County</td>
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<tr>
<td>Floyd Middle School</td>
<td>Cobb County</td>
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<tr>
<td>Charles Drew Charter School JA/SA</td>
<td>Atlanta Public Schools</td>
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<tr>
<td>Shiloh Middle School</td>
<td>Gwinnett County</td>
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<tr>
<td>M. D. Roberts Middle School</td>
<td>Clayton County</td>
</tr>
<tr>
<td>Rex Mill Middle School</td>
<td>Clayton County</td>
</tr>
</tbody>
</table>
Outlier Group 3: EOG+EOC Proficiency of Economically Disadvantaged Students by % Economically Disadvantaged

EOG + EOC

Standard Deviation = 0.158
Mean = 29.6%
Range = 13.8% to 45.4%

Source: GOSA, 2016-2017 EOG Georgia Milestones Report & Enrollment by Subgroup Programs
Outlier Group 3: EOG+EOC Proficiency of Economically Disadvantaged Students by % Economically Disadvantaged

<table>
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<tr>
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<td>KIPP South Fulton Academy School</td>
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<td>Northbrook Middle School</td>
<td>Gwinnett County</td>
</tr>
<tr>
<td>Berkmar Middle School</td>
<td>Gwinnett County</td>
</tr>
</tbody>
</table>
Outlier Group 4: Growth in EOG Proficiency of Economically Disadvantaged Students by % Economically Disadvantaged

Standard Deviation = 0.093  
Mean = 0.2%  
Range = -9.1% to 9.5%

Source: GOSA, 2016-2017 EOG Georgia Milestones Report & Enrollment by Subgroup Programs
Outlier Group 4: Growth in EOG Proficiency of Economically Disadvantaged Students by % Economically Disadvantaged

<table>
<thead>
<tr>
<th>School</th>
<th>District</th>
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<tbody>
<tr>
<td>Charles Drew Charter School JA/SA</td>
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<tr>
<td>Eddie White Academy</td>
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<td>Freedom Middle School</td>
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<td>Louise Radloff Middle School</td>
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<tr>
<td>Tapp Middle School</td>
<td>Cobb County</td>
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</tbody>
</table>
Outlier Group 5: Growth in EOC Proficiency of Economically Disadvantaged Students by % Economically Disadvantaged

- Standard Deviation = 0.163
- Mean = -7.8%
- Range = -24.1% to 8.5%

Source: GOSA, 2016-2017 EOG Georgia Milestones Report & Enrollment by Subgroup Programs
### Outlier Group 5: Growth in EOC Proficiency of Economically Disadvantaged Students by % Economically Disadvantaged

<table>
<thead>
<tr>
<th>School</th>
<th>District</th>
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<tbody>
<tr>
<td>Freedom Middle School</td>
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<td>Rex Mill Middle School</td>
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<td>Louise Radloff Middle School</td>
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<td>Campbell Middle School</td>
<td>Cobb County</td>
</tr>
<tr>
<td>Tapp Middle School</td>
<td>Cobb County</td>
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</table>
Outlier Group 6: Growth in EOG+EOC Proficiency of Economically Disadvantaged Students by % Economically Disadvantaged

Standard Deviation = 0.074  
Mean = 0.4%  
Range = -7.0% to 7.8%

Source: GOSA, 2016-2017 EOG Georgia Milestones Report & Enrollment by Subgroup Programs
Outlier Group 6: Growth in EOG+EOC Proficiency of Economically Disadvantaged Students by % Economically Disadvantaged

<table>
<thead>
<tr>
<th>School</th>
<th>District</th>
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<tbody>
<tr>
<td>EOG+EOC</td>
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<tr>
<td>Moore Middle School</td>
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<td>Eddie White Academy</td>
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<td>Atlanta Public Schools</td>
</tr>
<tr>
<td>Tapp Middle School</td>
<td>Cobb County</td>
</tr>
</tbody>
</table>
Choose three schools for visits

**Table groups**
Choose three schools as a table group

**Whole group**
Discuss the table groups’ recommendations and come to consensus
School Visits

• Purpose: to understand top-performing schools’ key strategies as possible bright spots

• Is there any additional information we should request before the visits?

• Expect calendar invitations

• We will report findings at our next meeting
Next Steps

Homework
• Send Bright Spots Proposals by Friday, October 5

**Next Meeting Dates** - in this room from 12:30-2:00pm
• Wednesday, October 24
• Thursday, November 29
• Please RSVP to calendar invites

Survey – Please Complete Now

Follow us on Twitter: @L4LMetroAtlanta