8th Grade Mathematics
November 29, 2018
Who’s in the room?

- Name
- Title
- Organization
Today’s Agenda

1. Provide an overview of Learn4Life and Change Action Networks
2. Review Bright Spots proposals and make recommendations
Mission & Vision

Mission (what we are about)
- 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)
- Convene
- Connect
- Report
Who We Are

Five Core Counties

COBB  GWINNETT  FULTON  DEKALB  CLAYTON

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.

Learn4Life
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
Community Indicators

PHASE 1
Kindergarten Readiness
1

PHASE 1
3rd Grade Reading Proficiency
2

PHASE 3
8th Grade Math Proficiency
3

PHASE 2
High School Graduation
4

PHASE 2
Post-Secondary Enrollment
5

PHASE 2
Post-Secondary Completion
6
Eighth Grade Math Proficiency

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

- Convene
- Understand Local Context
- Review Data
- Analyze Factors
- Identify Brightspots
- Develop Action Plans
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
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
Learn4Life Scales Bright Spots

Inside Scope

• Awareness
• Navigation
• Connection

Outside Scope

• Manage fundraising plan
• Enter into MOUs on behalf of other organizations
• Serve as fiscal agent
Our Work Today

Big Goal
Select bright spot recommendations.

Today’s Process
We will review bright spot proposals and use the rubric to evaluate their fit with L4L’s model.
Notes about Bright Spots

• It takes work and vulnerability to present proposals, so thank you!
• There are no bad bright spots, but some fit with L4L better than others.
• Be honest in your rubric evaluations to meet our goal of raising 8th grade math outcomes across the region.
Bright Spot Rubric

• Our Leadership Council gave guidance to convert the list of criteria into a rubric
• We will evaluate each proposal on a three-point scale

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
<th>Key Questions</th>
<th>Evidence</th>
<th>Assessment: Low / Partial / Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Complementary to Districts</td>
<td>Addition and complementary to the work of school districts</td>
<td>• How have districts been engaged in this effort? • Is this strategy consistent with current district initiatives?</td>
<td></td>
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</tr>
<tr>
<td>2. Scalable</td>
<td>Design permits expansion within communities and districts</td>
<td>• Where has this strategy grown in metro Atlanta? • What challenges were encountered in previous expansion and how were they addressed?</td>
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<tr>
<td>3. Achievable</td>
<td>Within the network’s circle of influence, implementable and fundable, feasible, not too grand</td>
<td>• Are the resources required within the means of the target school? • Describe the vision for identifying and securing necessary resources.</td>
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<tr>
<td>4. Measurable</td>
<td>Clear ability to articulate expected results</td>
<td>• What are the time-bound goals for this strategy? • Describe the formative and summative success metrics in place. • How is data disaggregated to show impact with target population?</td>
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Process

• Choose a table by factor
• Proposer overview
• Discussion through rubric and evaluation
  - Red = limited
  - Yellow = partial
  - Green = strong
## Bright Spot Proposals

<table>
<thead>
<tr>
<th><strong>School Culture</strong></th>
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<tbody>
<tr>
<td>STEAM Truck</td>
<td>Jason Martin</td>
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<tr>
<td>Generation Infocus</td>
<td>April Singley</td>
</tr>
<tr>
<td>Bricks4Kidz</td>
<td>Ben Leblois</td>
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</tbody>
</table>

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<th><strong>Interventions</strong></th>
<th></th>
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</thead>
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<tr>
<td>GA Numeracy Project</td>
<td>Lya Snell</td>
</tr>
<tr>
<td>Brain-Based SPED STEM Program</td>
<td>Adria Kitchens</td>
</tr>
<tr>
<td>Young People's Project Flagway</td>
<td>Vera Stenhouse</td>
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<th><strong>Teacher Effectiveness</strong></th>
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<tr>
<td>Integrating Algebra and Computer Science</td>
<td>Bryan Cox</td>
</tr>
<tr>
<td>Argument-Driven Inquiry</td>
<td>Tonya Clarke</td>
</tr>
<tr>
<td>STEM/STEAM PD and School Certification</td>
<td>Lya Snell</td>
</tr>
</tbody>
</table>
Next Steps

Which proposals is each table recommending?

Next Meeting Dates - in this room from 12:30-2:00pm
• Tuesday, January 22, 2019
• Thursday, March 28, 2019
• Thursday, May 16, 2019
• Please RSVP to the calendar invites

Expect an email from Qualtrics to help inform our strategic plan

Survey – Please Complete Now

Follow us on Twitter: @L4LMetroAtlanta