8th Grade Math Change Action Network
2nd Meeting
July 26, 2018
TODAY’S AGENDA

1. Welcome
2. L4L’s Change Action Network Model
3. Narrow Focus on Factors
   1. Factor Prioritization
   2. Trend Line Activity
4. Plan for Next Steps
WHO’S IN THE ROOM?

- Name
- Title
- Organization
- “One word to describe my summer so far...”
WHO ARE WE SERVING?

Source: Governor’s Office of Student Achievement
Low Income is defined as percent of children on the Free and Reduced Lunch Program
Children who have not developed reading skills by third grade are four times more likely to drop out of high school.

From ages 0-5, children begin to develop verbal skills that promote kindergarten literacy levels, a determining factor in a child’s successful reading comprehension by third grade.

8th grade math proficiency
Algebraic concepts, taught in 8th grade, are a key gatekeeper for student access to upper-level courses in math and science that is the driver of graduation, college readiness, and post-secondary completion rates.

Post-secondary completion and employment
Workers with at least a bachelor’s degree earn roughly $500 more each week than workers with only a high school diploma.

High school graduation
High school dropouts have higher unemployment rates than high school graduates and are less likely to participate in the workforce.

Post-secondary enrollment
By 2025, more than 60% of jobs will require some form of post-secondary education.

The graduation rate

% of 2013 graduates enrolled in a post-secondary institution
31%

% of 2010 graduates who had earned a credential or degree by 2015.

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WHAT DEFINES A CHANGE ACTION NETWORK?

• Group of diverse and committed individuals (educators, community-based organizations, etc.)

• Focused on one specific community level outcome

• Review local and national data, along with experience to identify action to work on collectively

• Identifies shared action to move the needle on a community outcome (i.e. – policy, practice, program)
PROPOSED OPERATING PRINCIPLES

1) Maintain **confidentiality** of data, opinions and information shared within the Network.

2) **Attend and participate** in all meetings, and be willing to stay focused based on the agenda.

3) **Collaborate**: share information, learn and work as one to achieve goals.

4) Use **consensus**, accept and support group decisions.

5) **Think beyond own organization/services** – stay results focused, with an understanding of what all organizations can both give and get through this process.
WHY PARTICIPATE IN THE NETWORK?

- Connection
- Discover Best Practices
- Achieve Org Targets
- More Efficiently Use Resources Through Collective Action
WHAT IS A PROBLEM?

A problem is a “gap” - between:
- Current condition – what is actually happening and
- Target or ideal condition – what should be happening, what is needed
Global Target: All children in Camden County read proficiently by the end of third grade.

Key Drivers
- Summer Melt
- Safe, Healthy Home
- High Quality Teachers
- Literacy Skill Development
- Access to Support
- Access to Literacy Tools
- Attend School Regularly
- Grit

Interventions/Strategies
- 1:1 Tutoring
  Measure: Monthly MAP scores
- After-school & summer program alignment
  Measure: # of programs aligned
- Connect programs to school district data
  Measure: # of programs connected
- Bright spot identification & spread
  Measure: # of bright spot practices adopted by programs
- HS/College Student Reading Buddies
  Measure: Monthly MAP Scores
8TH GRADE MATH PROFICIENCY FACTORS

- Access to Rigorous Courses
- School Culture
- Teacher Effectiveness
- Math Anxiety

- Gender Expectations
- Relevant Curriculum
- Academic Preparation
- Language and Literacy Skills

- Racial Expectations
- Interventions for Struggling Learners
- Access to Appropriate Technology
- Use of Assessment Data
LAST MEETING – WE BEGAN FACTOR ANALYSIS

Data Walks

Connected the twelve factors to our regional performance data

Leadership Council

<table>
<thead>
<tr>
<th>Community</th>
<th>Pre-K-12 education</th>
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<tbody>
<tr>
<td>Kim Anderson, Principal, K.E. Anderson Consulting</td>
<td>Dr. Meria Carstarphen, Superintendent, Atlanta Public Schools</td>
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<tr>
<td>Mindy Binderman, Executive Director, GEEARS</td>
<td>Dr. David Dude, Superintendent, City Schools of Decatur</td>
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<td>Dr. Steve Dolinger, President, Georgia Partnership for Excellence in Education</td>
<td>Dr. R. Stephen Green, Superintendent, DeKalb County School District</td>
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<tr>
<td>Milton Little, President and CEO*, United Way of Greater Atlanta</td>
<td>Dr. Morcease J. Beasley, Superintendent, Clayton County Public Schools</td>
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<tr>
<td>Anibal Torres, Executive Director, Latin American Association</td>
<td>Chris Ragsdale, Superintendent, Cobb County School District</td>
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<td>Dr. Grant Rivera, Superintendent, Marietta City Schools</td>
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<td>Dr. Jeff Rose, Superintendent, Fulton County Schools</td>
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<td>Alvin Wilbanks, CEO and Superintendent, Gwinnett County Public Schools</td>
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<thead>
<tr>
<th>Higher education</th>
<th>Business</th>
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<tbody>
<tr>
<td>Dr. Glen Cannon, President, Gwinnett Technical College</td>
<td>Ann Cramer, Senior Consultant*, Coxe Curry &amp; Associates</td>
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<tr>
<td>Dr. Tim Hynes, President, Clayton State University</td>
<td>Kevin Greiner, President and CEO, Gas South</td>
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<tr>
<td>Claire E. Sterk, President, Emory University</td>
<td>Anne Kaiser, Vice President, Community and Economic Development, Georgia Power</td>
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<td>Dan Kaufman, President and CEO, Gwinnett Chamber of Commerce</td>
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<tr>
<td></td>
<td>Jenna Kelly, President and CEO, Atlanta Division SunTrust Bank</td>
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<td></td>
<td>Hala Moddelmog, President and CEO*, Metro Atlanta Chamber</td>
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<td></td>
<td>Sylvia Russell, Former President‡, AT&amp;T Georgia</td>
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<td></td>
<td>David Scheible, Advising Partner†, Clayton, Dubilier and Rice</td>
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<td></td>
<td>Henry Walker, Chairman, Kilpatrick Townsend &amp; Stockton LLP</td>
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<tr>
<th>Philanthropic</th>
<th>Government</th>
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<tr>
<td>Kappy deButts, Executive Director, The Zeist Foundation</td>
<td>Doug Hooker, Executive Director*, Atlanta Regional Commission</td>
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<tr>
<td>Dena Kimball, Executive Director, The Kendeda Fund</td>
<td>Dennis Lockhart, Former President and CEO†, Federal Reserve Bank of America</td>
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<tr>
<td>Alicia Philipp, President*, Community Foundation for Greater Atlanta</td>
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### 8th Grade Math Proficiency Factors

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<tr>
<th>Access to Rigorous Courses</th>
<th>Gender Expectations</th>
<th>Racial Expectations</th>
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ACTIVITY: LET'S DEFINE THOSE FACTORS

Individually

• Review research brief

As a group:

• How does this factor limit reading? (impact)
• Why does this factor occur? (influence)
WHAT'S NEXT: ABILITY TO IMPACT

Circle of Influence / Concern

Out of Network **control**: refer to **Leadership/Partnership** to address.

Out of Network **scope**: refer to another **Network**.

Circle of **CONCERN**

What you care about

Circle of **INFLUENCE**

What you can do something about
ACTIVITY: MAP FACTORS TO DATA

Individually
• Review factor research

With Your Table
• Draft a chart
• Discuss the weighting of each factor
• Place each post it on your chart
• *Be prepared to present to group*
PRIORITIZATION ACTIVITY

- High Influence, Low Impact
- High Influence, High Impact
- Low Influence, Low Impact
- Low Influence, High Impact

Impact

Ability to Influence
TEAM NEXT STEPS

- Homework: Identify solutions
  - Complete template (hard copy or electronic)
  - Send in by Monday, March 21
  - Gallery walk

- Data Council will also identify bright spots

- Key Dates
  - Leadership Council Update – March 24
  - Next Meeting on Tuesday, March 28 12:30 pm – 2 pm
  - Baseline Report Release – April 18, 7:30 am at Metro Chamber
FEEDBACK/TICKET OUT THE DOOR

• Write a + on side of the index card: share one strength of today’s session

• Write a - on side of the index card: write one question you still have, one idea you would like to challenge or one suggestion for improvement of today’s session.
GRAVEYARD
A TOOL TO STRUCTURE OUR WORK: A3

• 11x17 piece of paper (Supposedly the largest size that could be faxed.)
• A *problem solving approach*—built around Plan, Do, Change, Act
• A concise summary of the problem and solution
• A way of structuring thinking
• A *communication tool* for teams to report problems and organize improvements
• Used for any kind of problem in all parts of the business
FACTOR ANALYSIS IS A KEY TOOL
A3 Reporting Tool

Result
Community Level Outcome: Post-Secondary Enrollment

Result Statement: All children in Camden County will complete the FAFSA.

Indicator: % of students completing FAFSA

Measurement Tool: FAFSA

Current Conditions/Baselines

Plan

6,856 9th – 12th grade students enrolled in Camden City Schools
- 35% white, 60% African American/Black
- 71% are economically disadvantaged

FAFSA Completion
SY 11 – 12 26% (520/2000)
SY 12 – 13 28% (476/1700)
SY 13 – 14 25% (389/1556)

SY 13 – 14 FAFSA Completion
White 45% (206/658)
Black/AA 18% (143/794)
Eco Disadvantaged 34% (361/1063)
Not Eco Disadvantaged 15% (70/467)

Click to view all Current Conditions/Baselines Information

Target(s)

Global Target: Increase FAFSA completion from 25% (389) to 95% (1,478) by 2020. (Measure: FAFSA)

SMART Target: Increase FAFSA completion rates of economically disadvantaged students from 34% (361) to 55% (585) by June 2015. (Measure: Ohio Department of Education Federal Student Aid Data Center)

Click to view Network Population to Whole Population (Ego) Chart

Factor Analysis (Story Behind the Baselines)

Plan

The College Enrollment factor that this group will be focused on is Financial Readiness, specifically FAFSA completion.

The key factors impacting FAFSA Completion are:
- FAFSA Awareness: On Track to Graduate
- Parent Knowledge & Perception: Understand Financial Aid Eligibility
- Process Awareness: Process Prepared

Click here to view process maps, factor analysis & key driver diagrams and here to view Simple FMEA & Fishbone for FAFSA Completion

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FAFSA Completion

3/8/2015 3:10 PM

Interventions/Strategies

Primary Measure (Impact)

Additional Measures (Quality/Quantity)

Do

<table>
<thead>
<tr>
<th>Intervention/Strategy</th>
<th>FAFSA Completion Rate for Students working with College Access Providers</th>
<th># of college access providers engaged</th>
<th># of college access providers receiving FAFSA data</th>
<th># of college access providers using FAFSA data</th>
<th>PDSAs</th>
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<tbody>
<tr>
<td>FAFSA Training for College Access Providers</td>
<td>FAFSA Completion Rate for Students working with College Access Providers</td>
<td># of college access providers</td>
<td># of college access providers receiving FAFSA data</td>
<td># of college access providers using FAFSA data</td>
<td>1 complete</td>
</tr>
<tr>
<td>FAFSA Bright Spots Identification &amp; Spread</td>
<td>FAFSA Completion Rate for Students working with College Access Providers</td>
<td># of Bright Spots identified</td>
<td># of best practices identified</td>
<td># of best practices spread</td>
<td>2 complete</td>
</tr>
<tr>
<td>FAFSA HS Completion Challenge</td>
<td>FAFSA Completion Rate for High Schools</td>
<td># of high schools participating</td>
<td># of students engaged</td>
<td># of students starting but not completing FAFSA</td>
<td>2 complete</td>
</tr>
<tr>
<td>Connect strategic partners with weekly FAFSA Data</td>
<td># of partners using weekly FAFSA data</td>
<td>#% of students working with partners who complete FAFSA</td>
<td># of partners identified</td>
<td>#% of students working with partners who start FAFSA</td>
<td>1 complete</td>
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Future interventions/strategies that will be executed once measures are identified and/or data is able to be collected:
1) FAFSA Text Reminders
2) Financial Aid Support at HS Events


Major next steps in the Action Plan are:

<table>
<thead>
<tr>
<th>Intervention/Strategy</th>
<th>Who</th>
<th>What</th>
<th>When</th>
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<tbody>
<tr>
<td>FAFSA Training</td>
<td>Mark Jones</td>
<td>Complete P.D sections of 2nd cycle</td>
<td>By 4/1/15</td>
</tr>
<tr>
<td>Susan Greene</td>
<td>Identify location for next training</td>
<td>By 4/5/15</td>
<td></td>
</tr>
<tr>
<td>Yolanda Gonzales</td>
<td>Create call list</td>
<td>By 4/5/15</td>
<td></td>
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<tr>
<td>Bright Spots</td>
<td>Jim Jones</td>
<td>Pull Bright Spot data on 1:1 FAFSA Completion</td>
<td>By 4/5/15</td>
</tr>
<tr>
<td>HS Challenge</td>
<td>Morgan Brock</td>
<td>Discuss PDS cycle 2 results with HS principals</td>
<td>By 4/5/15</td>
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<tr>
<td>Jim Jones</td>
<td>Pull HS FAFSA Completion rates</td>
<td>By 4/5/15</td>
<td></td>
</tr>
<tr>
<td>Partners &amp; Data</td>
<td>Ali</td>
<td>Review interviews with partners</td>
<td>By 4/5/15</td>
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</table>

Click here to view complete action plan for all interventions/strategies.

Status

Click to view all status tracking.

Goal: 800 (585 E.D) students
Current: 268 (157 E.D) students
Status: All projects on track

[1/E.D = Economically Disadvantaged]

3.14.14: 120/361 (33%) completed FAFSAs
YTD (3.14.15): 167 completed FAFSAs (29% to goal)

Action Commitments

Click here to follow progress and view April 2015 A3 for FAFSA Completion work.