8th Grade Mathematics
January 22, 2019
Who’s in the room?

• Name
• Title
• Organization

At your tables: Who was your favorite math teacher and why?
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

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%
  - Of 2014 graduates enrolled in a post-secondary institution
- **Post-Secondary Completion**: 26%
  - Of 2011 graduates earned a credential or degree by 2016
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

Learn4Life
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?

Selected Strategies

Leadership Council Criteria

Bright Spots to Scale
Learn4Life Scales Bright Spots

**Inside Scope**
- Awareness
- Navigation
- Connection

**Outside Scope**
- Project Management
- Direct fundraising plan
Our Work Today

Today’s Process

1. Review bright spot proposals.

2. Apply the rubric to evaluate their fit with L4L’s model.

3. Gain consensus around recommendation to Executive Committee
   - Fit with portfolio
   - Fit with L4L capacity
Thank You to Our Bright Spots

• It takes work and vulnerability to present proposals, so thank you!

• All bright spots have shown success, but some fit with L4L better than others.
# Bright Spot Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Key Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Complementary to Districts</td>
<td>• How have districts been engaged in this effort?</td>
</tr>
<tr>
<td></td>
<td>• Is this strategy congruent with current district initiatives?</td>
</tr>
<tr>
<td>2. Scalable</td>
<td>• Where has this strategy grown in metro Atlanta?</td>
</tr>
<tr>
<td></td>
<td>• What challenges were encountered in previous expansion and how were they addressed?</td>
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<tr>
<td>3. Achievable</td>
<td>• Are the resources required within the means of the target schools?</td>
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<tr>
<td></td>
<td>• Describe the vision for identifying and securing necessary resources.</td>
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<tr>
<td>4. Measurable</td>
<td>• What are the time-bound goals for this strategy?</td>
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<td></td>
<td>• Describe the formative and summative success metrics in place.</td>
</tr>
<tr>
<td></td>
<td>• How is data disaggregated to show impact with target population?</td>
</tr>
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<td>Criteria</td>
<td>Key Questions</td>
</tr>
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<tr>
<td><strong>5. Addresses Root Cause</strong></td>
<td>• How does this strategy impact metrics in the factor it seeks to target?</td>
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<td></td>
<td>• Describe the interplay of cause and effect with the factor and this strategy.</td>
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<tr>
<td><strong>6. Culturally Aware</strong></td>
<td>• How are parents and communities involved in strategy and implementation?</td>
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<td></td>
<td>• How are differences recognized?</td>
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<tr>
<td></td>
<td>• How does this strategy foster a truly inclusive environment?</td>
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<tr>
<td><strong>7. Sustainable</strong></td>
<td>• Who is the leader and team tasked with managing the success of this strategy?</td>
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<tr>
<td></td>
<td>• Describe the level of buy-in from stakeholders.</td>
</tr>
<tr>
<td><strong>8. Proven model</strong></td>
<td>• How has this strategy defined and demonstrated success?</td>
</tr>
<tr>
<td></td>
<td>• Describe any relevant research that supports this model.</td>
</tr>
<tr>
<td>Criteria</td>
<td>Key Questions</td>
</tr>
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</table>
| 9. Community-based       | • How is the target community treated as partners?  
                          • Are there community collaborations currently in place that support this strategy?                                                   |
| 10. Positive Return on   | • How does this strategy define a positive return on investment?  
                          • What quantitative and qualitative data are used to measure return on investment?                                                       |
| Investment               |                                                                                                                                           |
| 11. Equitable            | • What efforts are in place to define and close equity gaps across student populations?                                                   |
Process

• Sit with the same factor table as last time
• Proposer shares self-assessment
• Discussion through rubric and evaluation to validate or edit self-assessment scores

- Red = limited
- Yellow = partial
- Green = strong
## Bright Spot Proposals

<table>
<thead>
<tr>
<th>School Culture</th>
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<tbody>
<tr>
<td>STEAM Truck</td>
<td>Jason Martin</td>
</tr>
<tr>
<td>Generation Infocus</td>
<td>April Singley</td>
</tr>
<tr>
<td>Bricks4Kidz</td>
<td>Ben Leblois</td>
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</tbody>
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<table>
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<th>Interventions</th>
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<tbody>
<tr>
<td>GA Numeracy Project</td>
<td>Lya Snell</td>
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<tr>
<td>Young People's Project Flagway</td>
<td>Vera Stenhouse</td>
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</tbody>
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<th>Teacher Effectiveness</th>
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<tbody>
<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>
Whole Group Share Out

• Brief overview of each proposal
• Summary of assessments
• The table’s recommendation(s)
Next Steps

- Expect follow up communication after Executive Committee review

Next Meeting Dates - in this room from 12:30-2:00pm
- Thursday, March 28, 2019
- Thursday, May 16, 2019

Survey – Please Complete Now

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