



8th Grade Mathematics Change Action Network January 12, 2021

Say hello in the chat box...

- Share your name, organization, and role

Agenda

- Welcome
- L4L Theory of Action
- Bright Spot Updates
- Student, Family, & Community Engagement Discussion
- Next Steps

Small group welcome question

What has been one personal or professional bright spot for you in 2021?

L4L's Theory of Action

What we do:

Mission:

To ensure that every child in our region becomes a thriving citizen who achieves success in school, career, and life

...in an environment of sustained trust, learning, and momentum

Engage partners

Create shared understanding [of data]

Amplify bright spots



Welcome L4L's Leadership Council Additions - 2021



Kamau Bobb



Raj Gazula



Santiago Marquez



Latin American
Association



Atiba Mbiwan



THE ZEIST FOUNDATION, INC.

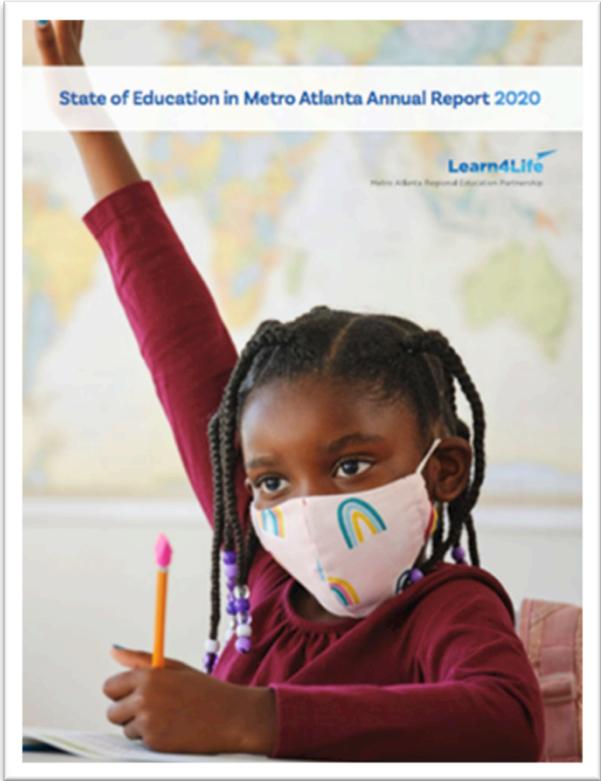
State of Education Event



EDUCATION

Report: Just 30% Of Metro Atlanta's Underserved Students Are Likely On Grade Level

MARTHA DALTON • NOV 19, 2020



L4L Key Indicators

Early Grade Literacy

8th Grade Math

Post Secondary Success



Kindergarten Readiness

3rd Grade Reading Proficiency

8th Grade Math Proficiency

High School Graduation

Post-Secondary Enrollment

Post-Secondary Completion

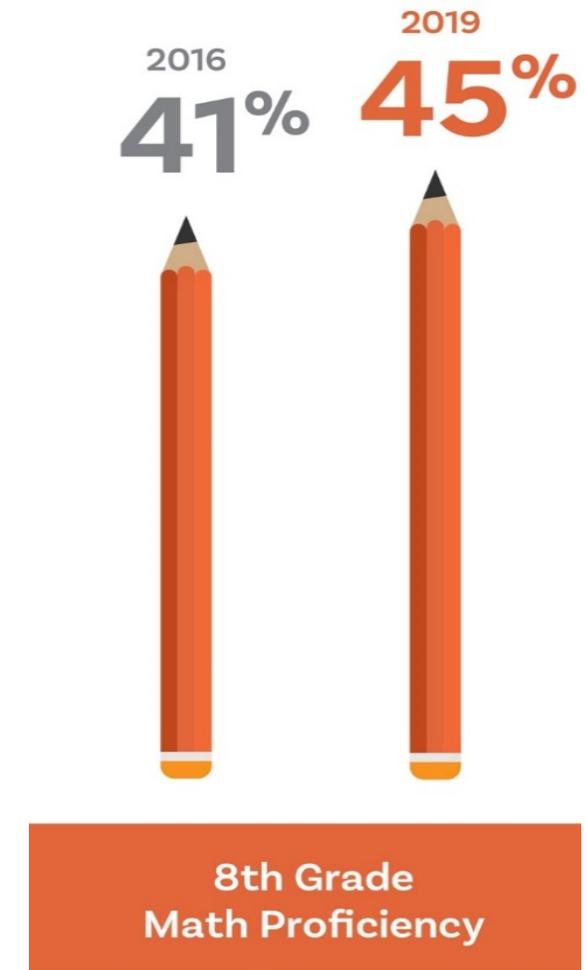




8th Grade Math Proficiency

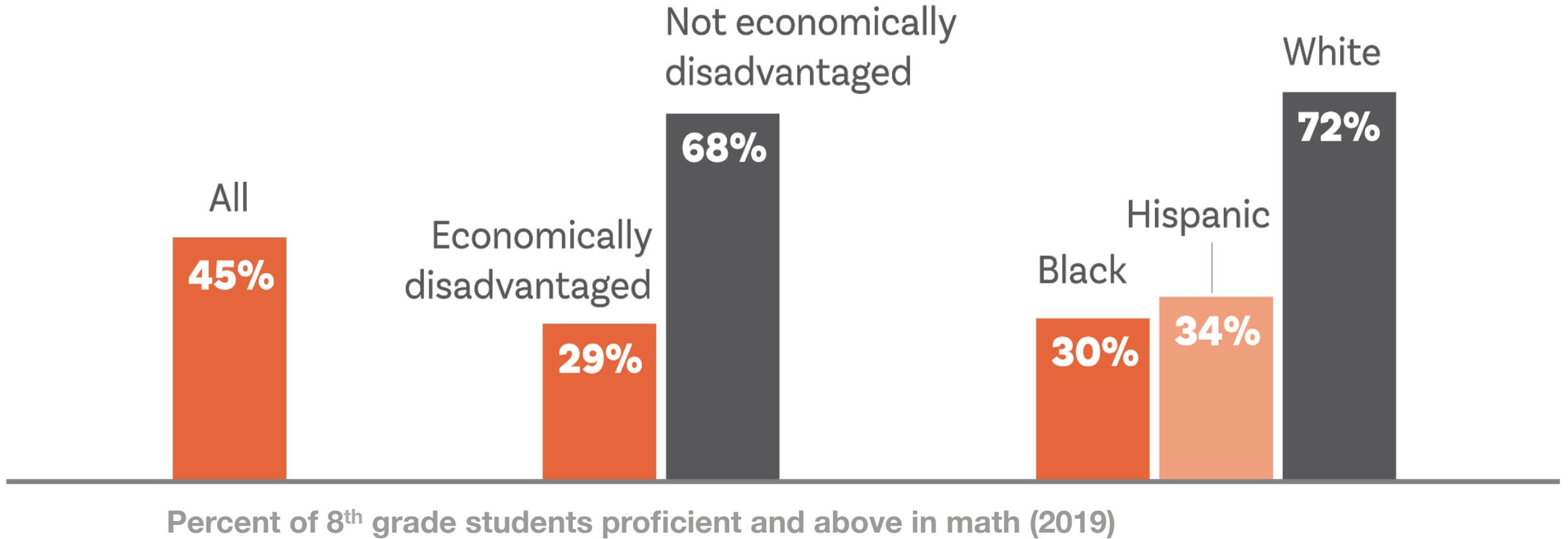
45%

of children are proficient in math
by the end of eighth grade.

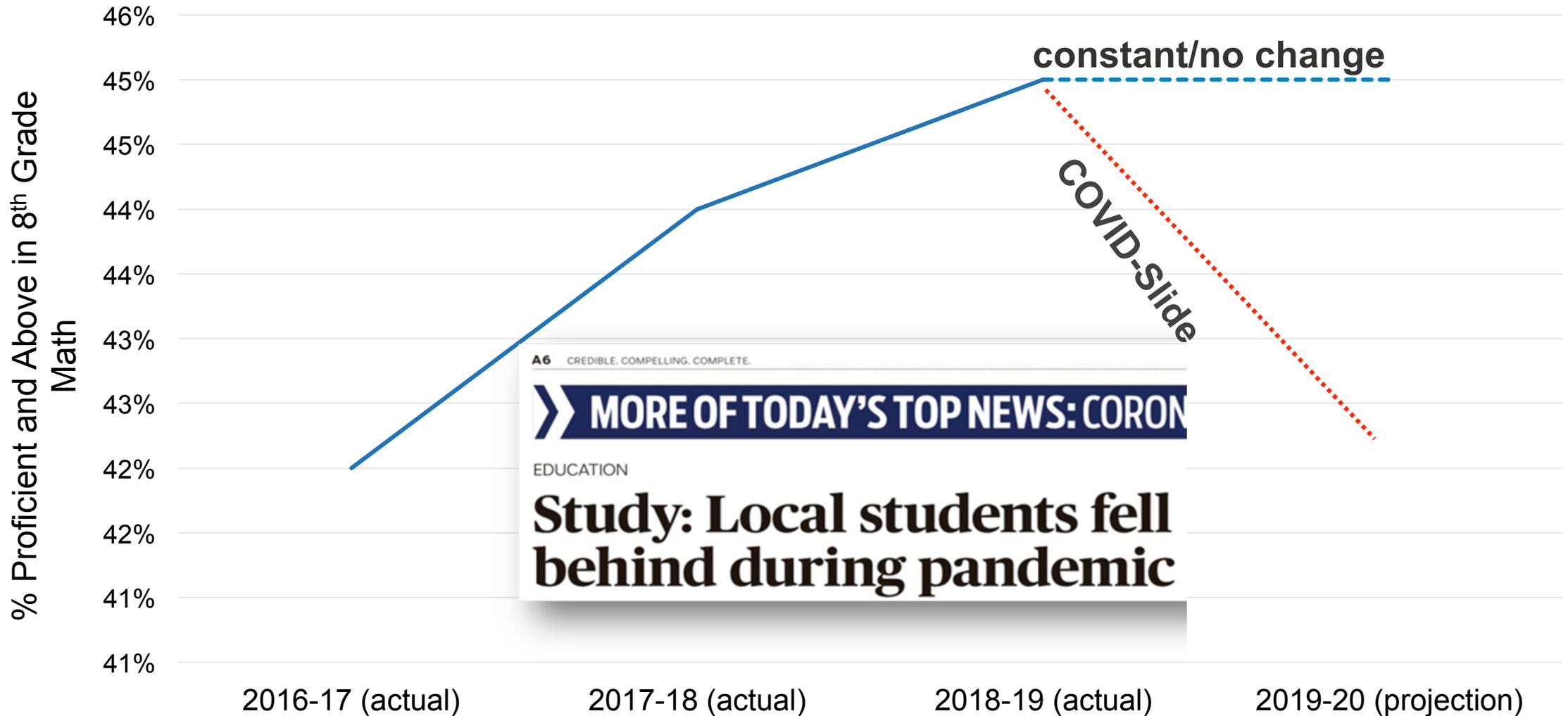




8th Grade Math Proficiency



Measuring Math Learning Loss



Our Response: Bright Spots

This network identified two bright spots in metro Atlanta that are having uncommon success in raising 8th grade math proficiency



STE(A)M Truck Update



Moving Forward

- We are collaborating with EL (Expeditionary Learning) to refine our approach and revamping our evaluation protocols in partnership with EduDream.
- We serve approximately 500 youth and a dozen teachers per month using our remote Impact programming. Our youth kits are assembled in partnership with the Bobby Dodd Institute.
- We will launch an intervention program with Clayton government in February, prioritizing youth from Chris 180 and Rainbow House. We plan to pilot a middle school remote Impact program with Clayton County Schools in the Spring.
- Once we can safely provide in person programming, we expect to offer math intervention programming throughout the metro Atlanta area.

STEM/STEAM Certification Update



Felicia Cullars



Meghan McFerrin



2021 Updates

Certification

- Virtual “pre-visits” and certifications
- Feedback on artifacts (Project-Based Learning plans, unit planning, etc.)

Upcoming Events

www.stemgeorgia.org/events

Listserv

To join our listserv, please send an email with no message to the email address listed below.

join-STEM-Georgia@list.doe.k12.ga.us

Professional Learning Community

<http://community.gadoe.org/>

Elementary School STEM/STEAM
Public / Group

Middle School STEM/STEAM
Public / Group

High School STEM/STEAM
Public / Group

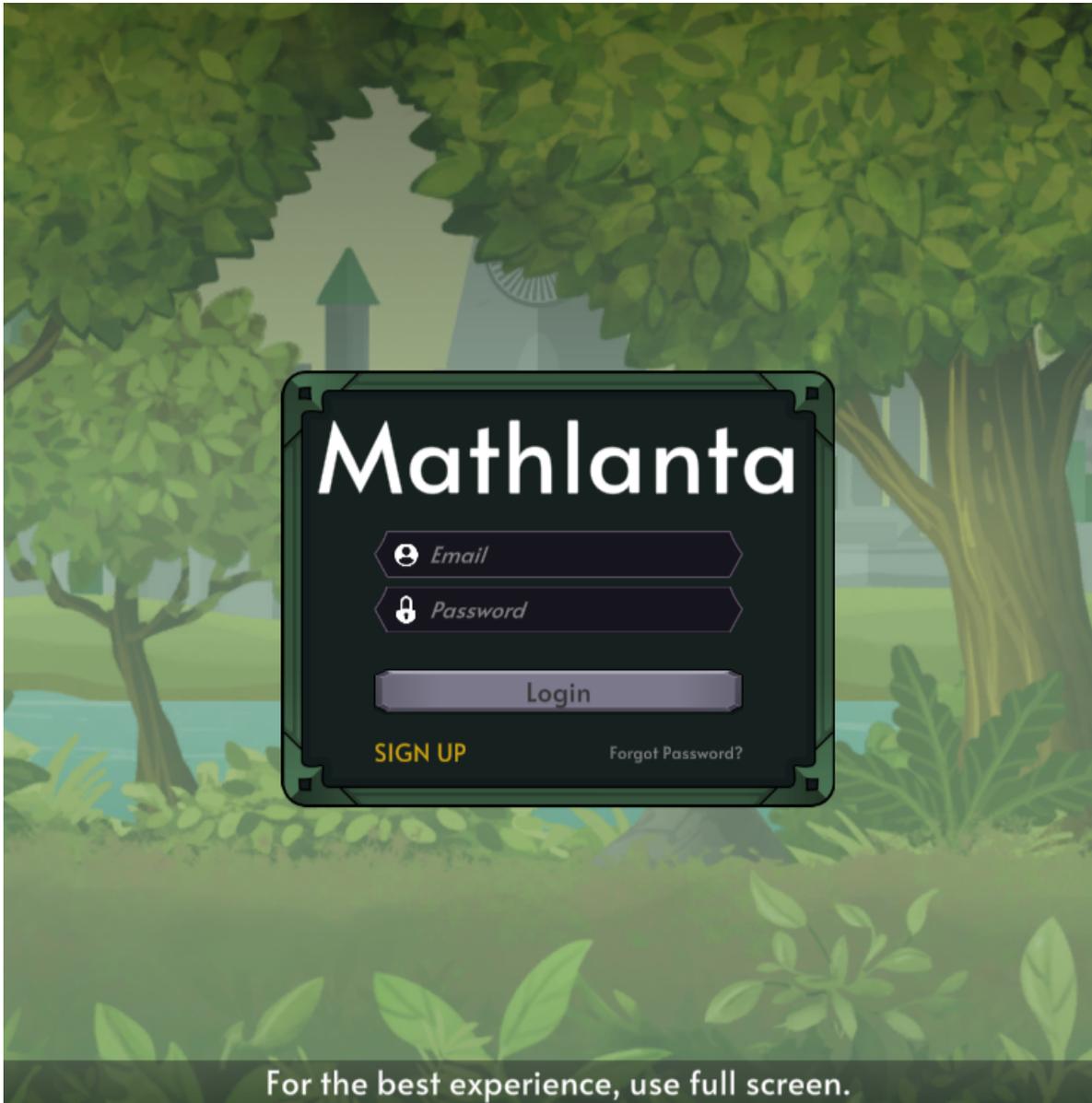


Mathlanta Update



Terri Nichelle Bradley





Why Community Engagement Matters

- With all of the right voices involved in decision-making, educational interventions are more effective
- “Nothing for us without us”

L4L began this discussion before the pandemic

- In 2020, the postsecondary CAN explored options for elevating student voice
- In 2021, L4L will expand capacity for more intentional community engagement

Open question: identify successful approaches to authentically engage student, parent, and community voices

Review: How L4L CANs Operate



WHO is L4L convening?

Which voices drive L4L's work?

CANs are comprised mainly of...

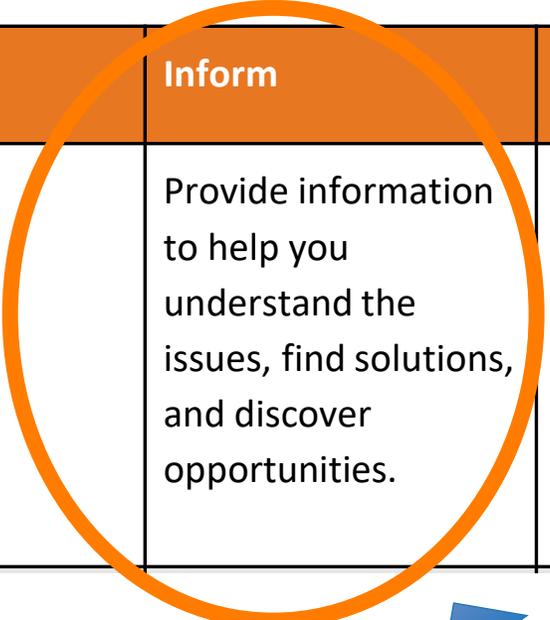
- School districts
- Early childhood education
- Higher education
- Nonprofits
- GaDOE
- Business
- Philanthropy

Underrepresented voices...

- Students
- Parents
- Community members

Community Engagement Spectrum

Stage	Inform	Consult	Involve	Collaborate	Shift Ownership
Definition	Provide information to help you understand the issues, find solutions, and discover opportunities.	Giving you specific feedback on alternatives, analyses, or decisions.	Engaging others to ensure goals, concerns and alternatives are considered and understood.	Working together, sharing information and some power in all aspects of the decision-making process to reach a shared goal.	Placing decision-making power in the hands of others, offering them resources for more effective and sustainable change.



L4L is in the “inform” stage

Moving toward “shared ownership” will improve Bright Spot effectiveness

Examples

With students and parents sharing ownership of raising math outcomes in metro Atlanta...



STE(A)M
TRUCK

Programming will be better targeted and designed to unique community needs



Certified schools will build partnerships with businesses to better meet the needs of students

Student, family, and community engagement is necessary for improving math outcomes

Today's Goal

- Share your best practices and watch-outs in community engagement to inform L4L's strategy
- Identify specific organizations L4L should connect with in this work

Small group discussion questions

1. What **practices** have you seen most meaningfully incorporate student, parent, and/or community voice?
2. What **watch outs** do you have approaching this work?
3. What would L4L successfully incorporating student, parent, and community voice into this work **look like at the end of 2021?**
4. What **organizations** should L4L connect with in this work?

Share out

What one or two most significant themes emerged from your discussion?

- Shafiqua
- Kori
- Shanequa
- Ken

Network Next Steps

- **Attend the next network meeting:**
 - Tuesday, February 23
- **In the chat box (optional)...**
 - Share any resources you'd like to be shared with this network in the follow up email
- **Check out L4L's annual report**