8th Grade Mathematics Change Action Network

May 11, 2021

Say hello in the chat box...

- Share your name, organization, and role

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Agenda

- Welcome
- L4L Theory of Action
- Early Literacy Updates
- Supporting schools with STEM partnerships
- Next Steps

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Small group welcome question

What are you looking forward to this summer

(that maybe you couldn't do last summer)?

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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

Engage partners

Create shared understanding [of data]

Amplify bright spots

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

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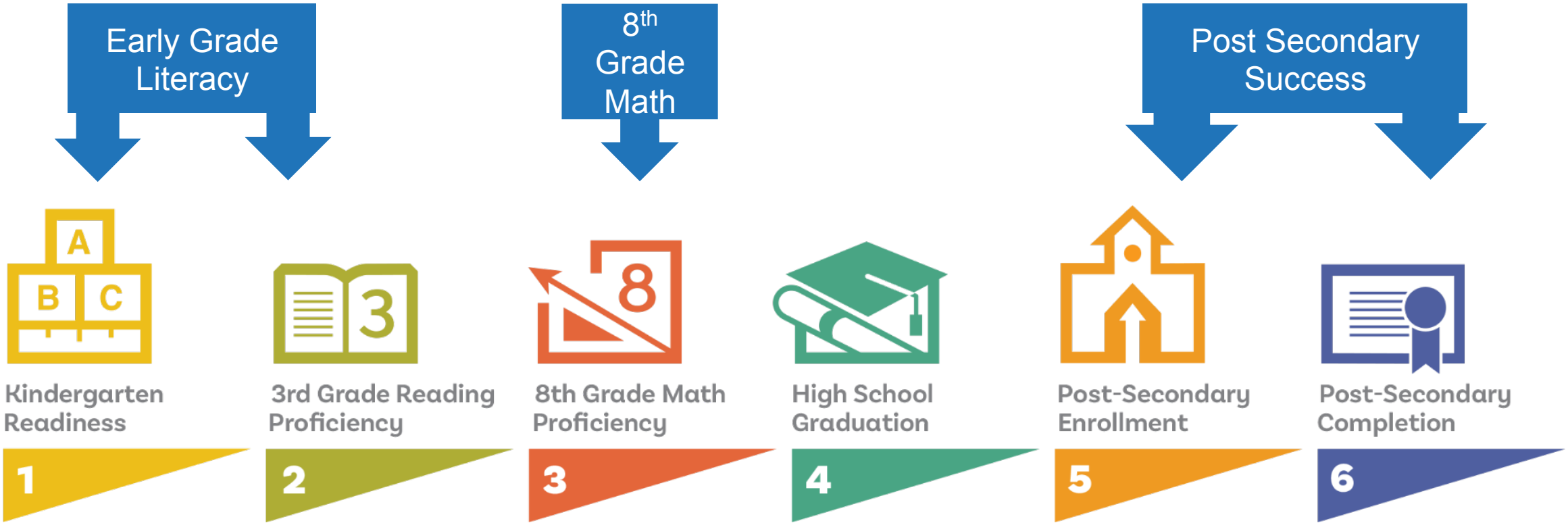
L4L Key Indicators



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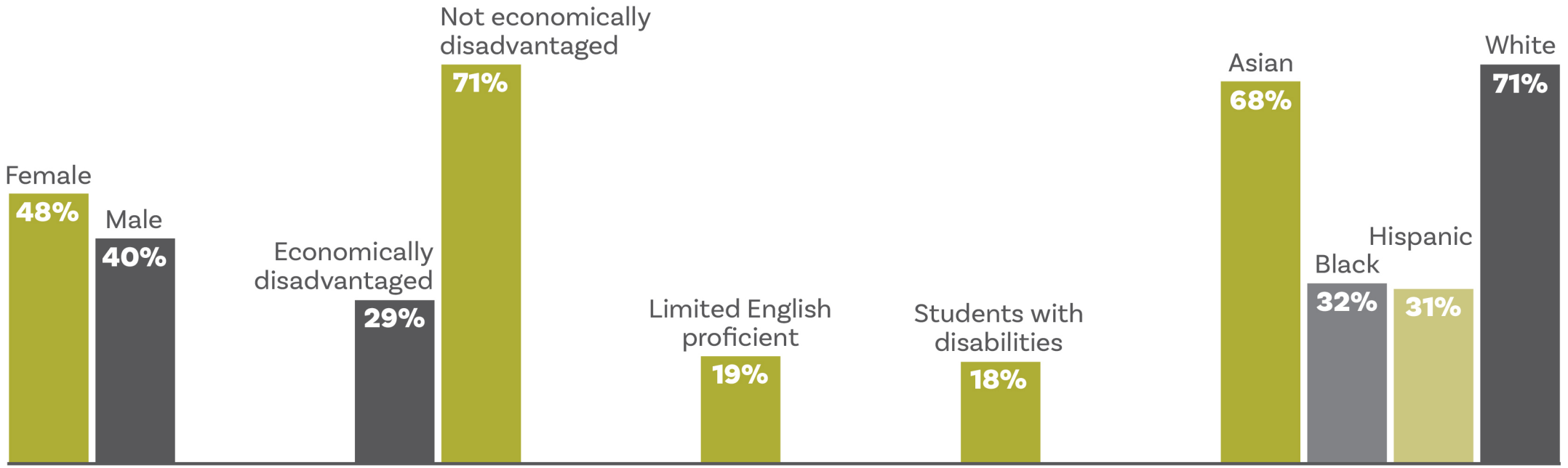
3rd Grade Reading Proficiency

Percent of Students Proficient & Above Grade Level on 3rd Grade Reading



Source: GOSA, 2018-2019 Georgia Milestones End-of-Grade (EOG) Assessments (by grade)

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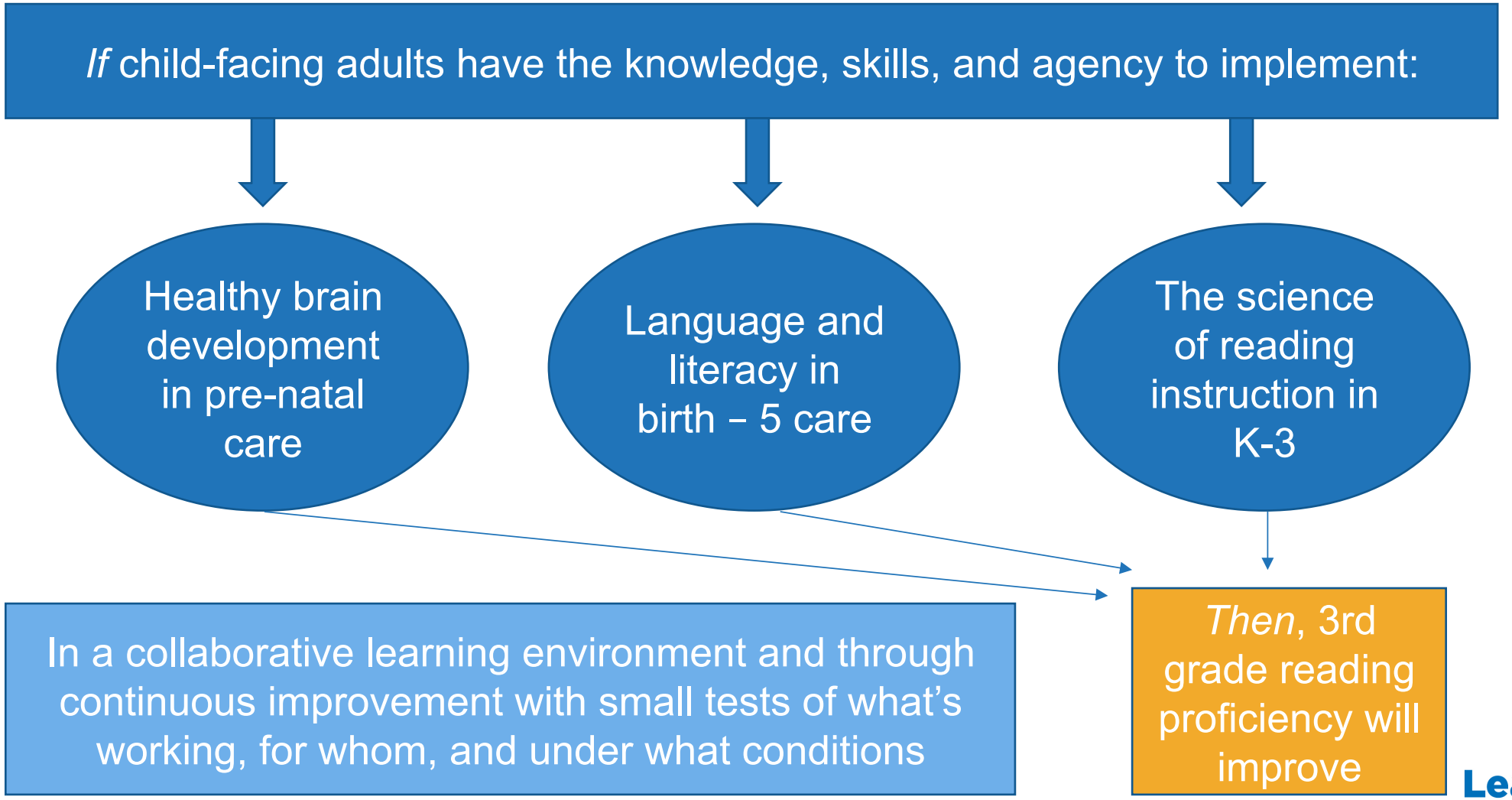
> educational freedom – freedom, not reform
>
> Dr. Bettina L. Love

Literacy and Justice for All:

Uniting effort and influence to eradicate illiteracy in Atlanta, Marietta and beyond.

LJ4A Theory of Change



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L4L's Role in Literacy and Justice for All

L4L serves as the grant's backbone and builds networks around these goals:

- **Convene for continuous improvement**
- **Data collection and analysis**
- **Leverage findings across metro Atlanta**

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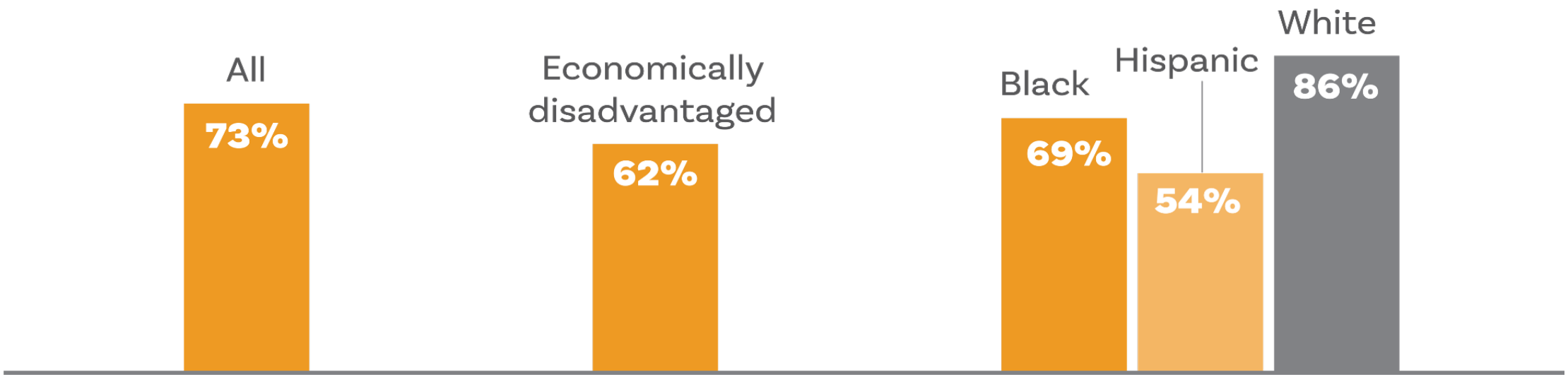
Postsecondary Enrollment



Percent of students enrolling in a post-secondary institution within 16 months of graduation*

*2017 High school graduates

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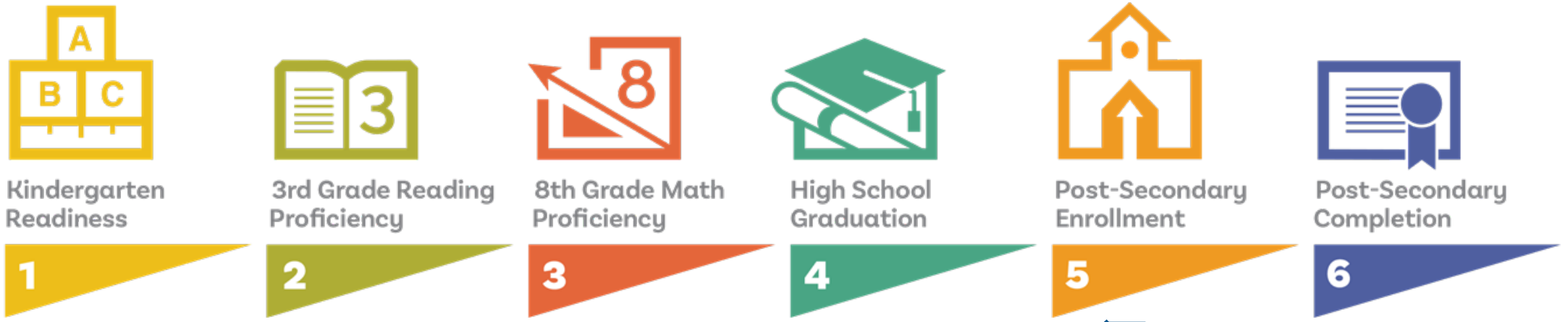
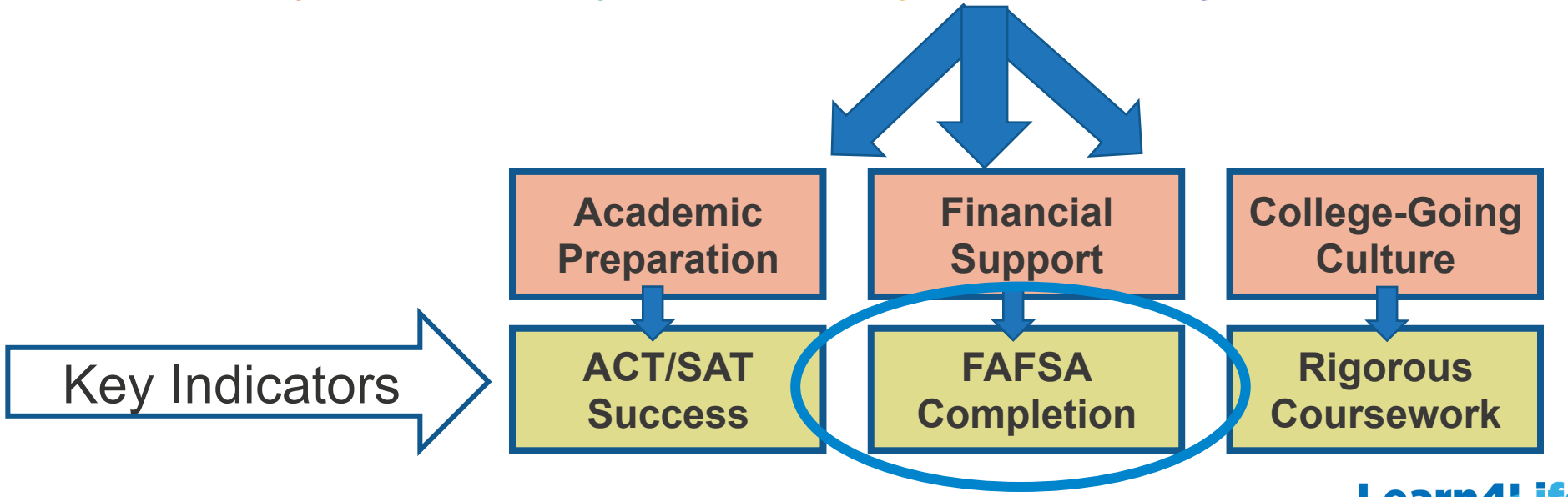
FAFSA is a key indicator of Postsec success





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FAFSA is critical for postsecondary success

Completing FAFSA increase postsecondary enrollment from 55% to 90%

Every additional $1,000 in financial aid increases postsecondary persistence rates by 4%

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EdStrategy Group, FastTrack Completion, Jan, 2020
NCAN, https://www.ncan.org/page/WhyInvestFAFSA, 2021

CAN identified many FAFSA Completion challenges

School district prioritization	Complexity for parents	Awareness of deadlines
Complexity for school staff	Parent reluctance to share info	Undocumented students' hesitancy
Wavering commitment to postsec (COVID)	Submission vs completion confusion	Income eligibility concern

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Metro Atlanta 2021 FAFSA Initiative

***Goal**: to increase postsecondary enrollment and completion by improving FAFSA completion across metro Atlanta*

Strategy: Scale and accelerate the good work of TSA and the United Way's College Bound program by building collaborative ownership around shared FAFSA goals

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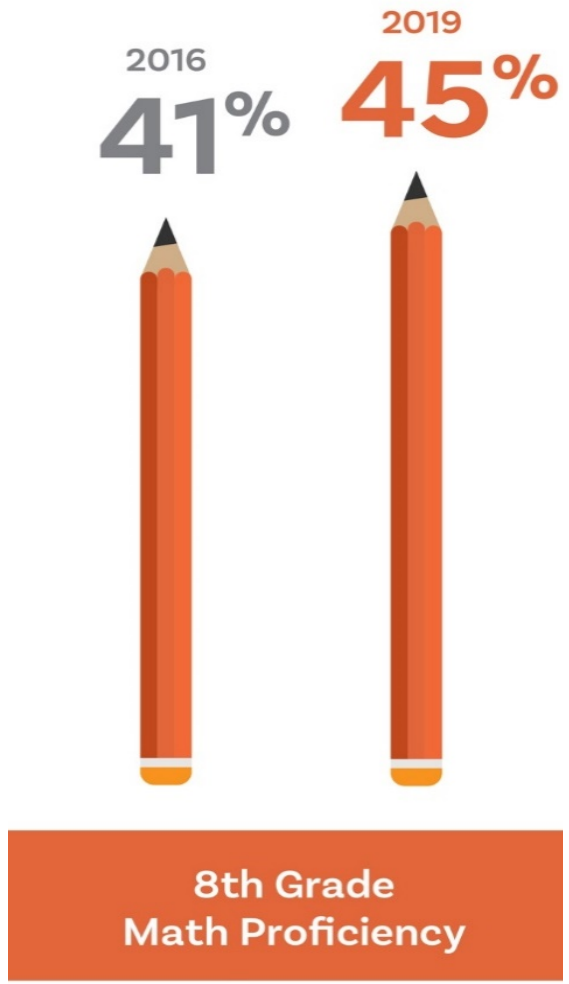
8th Grade Math Proficiency

45%

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



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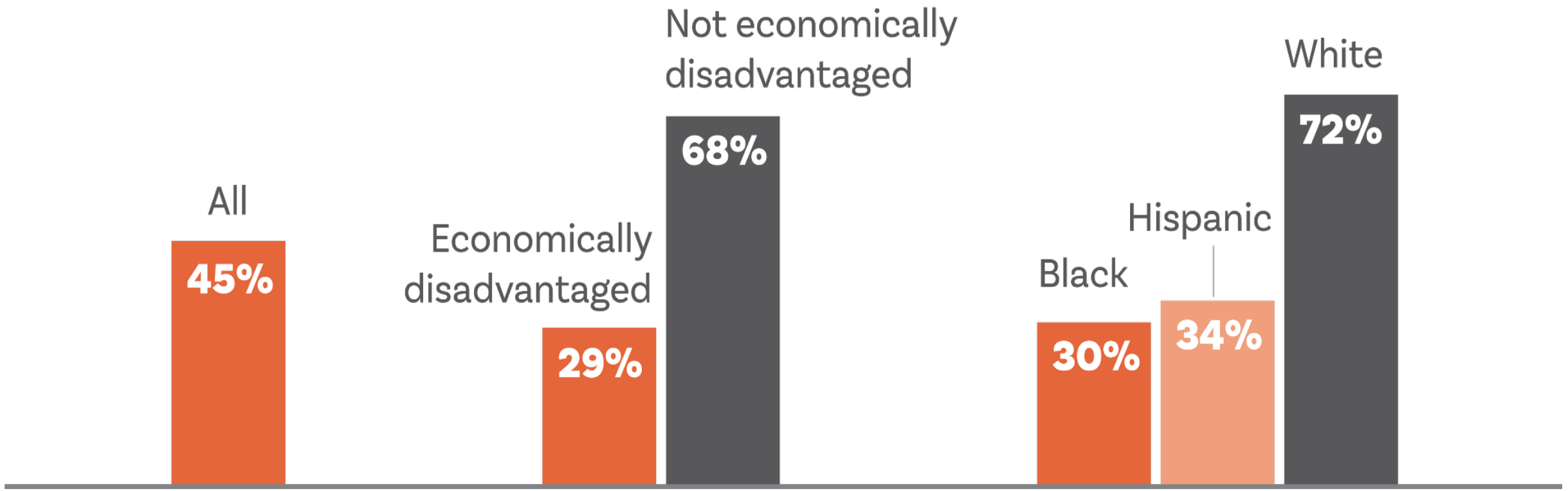
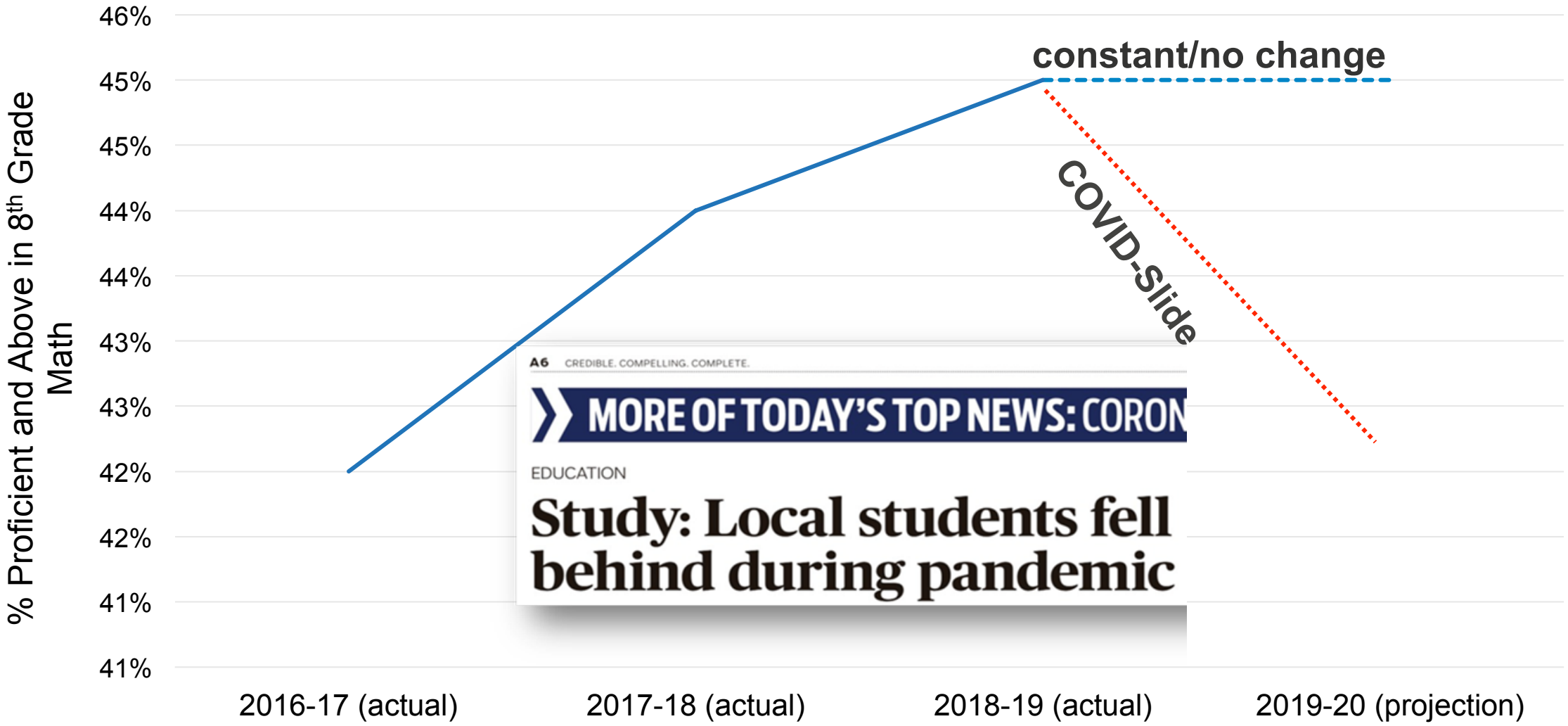
8th Grade Math Proficiency



Percent of 8th grade students proficient and above in math (2019)

Source: GA Milestones, EOC and EOG

Measuring Math Learning Loss



A6 CREDIBLE. COMPELLING. COMPLETE.

MORE OF TODAY'S TOP NEWS: CORON

EDUCATION

Study: Local students fell behind during pandemic

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Source: EmpowerK12, redefinED, GOSA

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

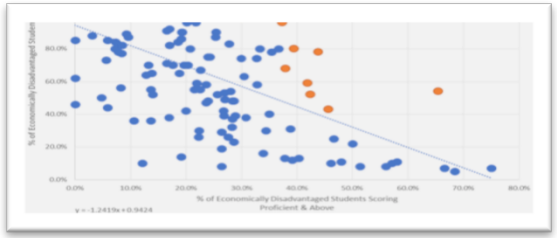
Interventions for Struggling Learners

School Culture

Teacher Effectiveness

What's Working?

Where are things working?



Leadership Council Criteria

Selected Strategies

Bright Spots to Scale

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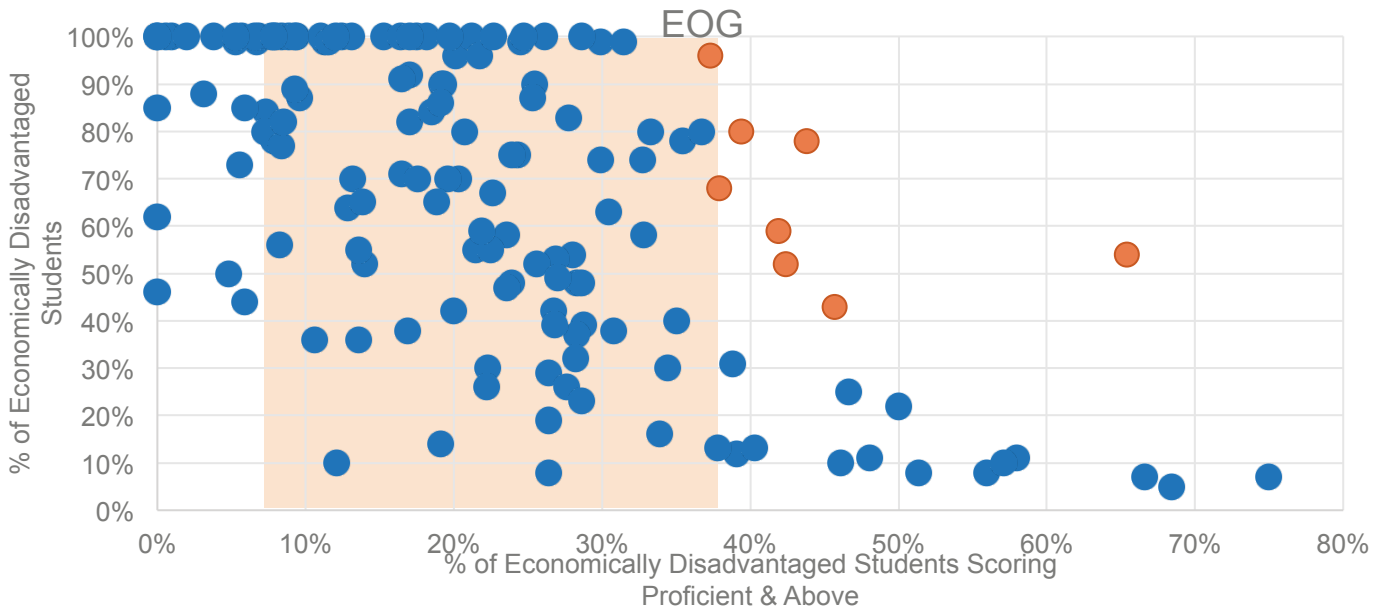
Conducted School Visits to High Performers



Selected Schools

Drew Charter School
-Atlanta Public Schools

Rex Mill Middle School
-Clayton County

Fantastic Freedom MS
-DeKalb County

(*Tapp Middle School
-Cobb County)

Source: GOSA, 2016-2017 EOG Georgia Milestones Report & Enrollment by Subgroup Programs

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Factors led to bright spots

Teacher Effectiveness

School Culture

Interventions for Struggling Learners

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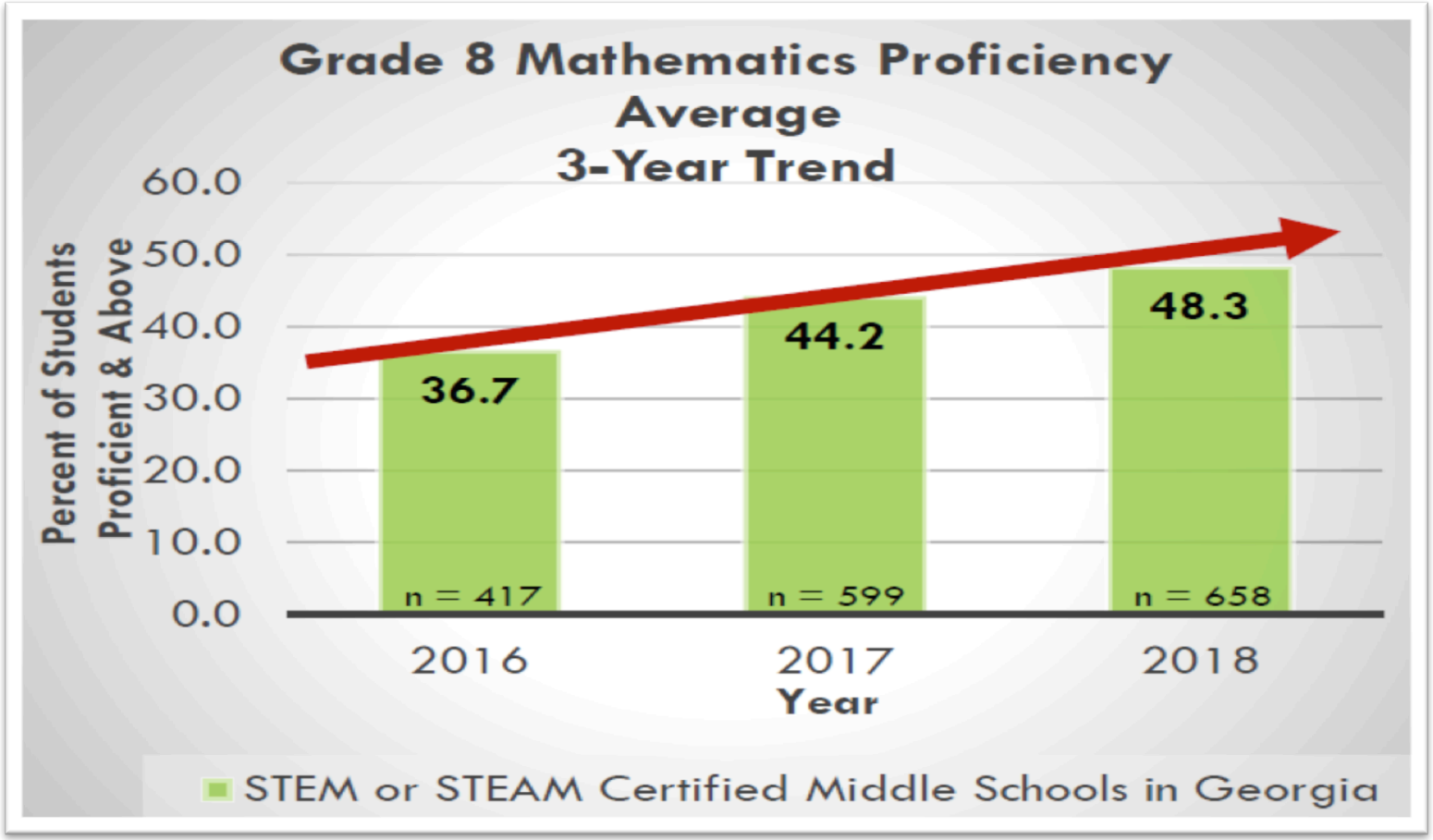
STE(A)M-Based Experiential Learning

STEM/STEAM Certification Evidence



Improves Outcomes

GA middle schools holding STEM or STEAM certification show positive gains in mathematics proficiency

Supporting Schools Toward STEM Certification

CAN is identified which Atlanta middle schools are in the certification pipeline (~30) and which criteria they find challenging

1. Determine which schools are in the certification pipeline ✔
2. Survey in process schools, and place in stages ✔
3. Select key, challenging attributes of certification → **External partnerships**
4. Identify solutions to common challenges to support schools → **Coaching support**

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Education Enhanced & Science ATL will support several middle schools to build external partnerships

Key Activities:

- **Connecting** schools with external partners
- **Coaching** the new relationships
- Developing **sustainability** of the partnership

L4L will reach out to district leads to identify best fit schools.

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Today's discussion: ensuring school STEM partnerships are successful

How will we define "success" in building these partnerships?

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Prioritize metrics for success

1. Connecting schools with external partners	2. Coaching the new relationships	3. Developing sustainability of the partnership
Meeting frequency or # hours	Development of partnership goals	Partner satisfaction (self-rating)
Partnership kickoff meeting held	Participation in coaching (#hours)	Progression along DOE partner level continuum (support, interactive, advocate)
Partner(s) selected	Value of program participation (self-rating)	Partnership plan developed for future engagement

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Share out

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

- Shafiqua
- Jordan
- Eric

Thank you, Shafiqua!

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Network Next Steps

- **District leads: think about potential best fit schools**

- **Attend the next network meeting:**
  - Tuesday, July 20

- **In the chat box (optional)...**
  - Share any resources you'd like to be shared with this network in the follow up email

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