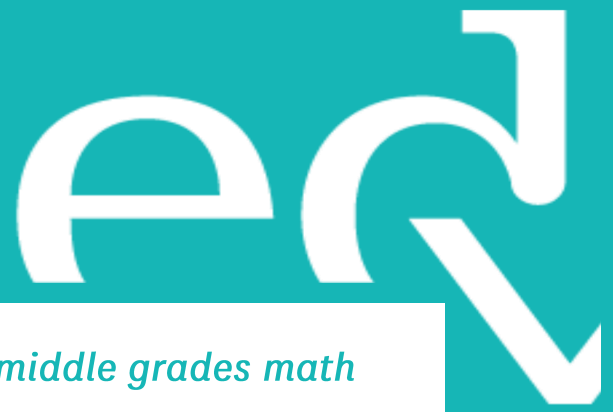


Zeroing in on MATH



Dramatically increasing student achievement in middle grades math

EdVestors launched Zeroing in on Math to respond to a quiet crisis in urban education which has left most Boston eighth graders lacking the foundational math skills required for rigorous high school courses, college entry and completion, and employment in growing sectors. The challenge is persistent and complex and indicates an urgent need for new approaches, broad engagement, and targeted impact. From EdVestors' past success expanding arts education at scale in Boston, we know change is possible and are directing our most effective strategies to drive impact in math.

WHY MATH?

A staggering 2/3 of Boston eighth graders are not proficient in math. Math proficiency indicates student readiness for high school academics, forms the foundation of skills for STEM study, and predicts post-secondary success. EdVestors set out to dramatically improve student achievement in middle grades (3-8) math by launching Zeroing in on Math, a multi-year, citywide initiative in 2015. Zeroing in on Math is showing promising results. Thus far, on average, participating students have gained three to five additional months of learning beyond the year of expected progress.

Middle grades math proficiency is a pathway to college completion. Students who complete Algebra II:

21st century jobs require math proficiency:

2X

Are twice as likely to graduate from college compared to students with less math preparation.

36,000

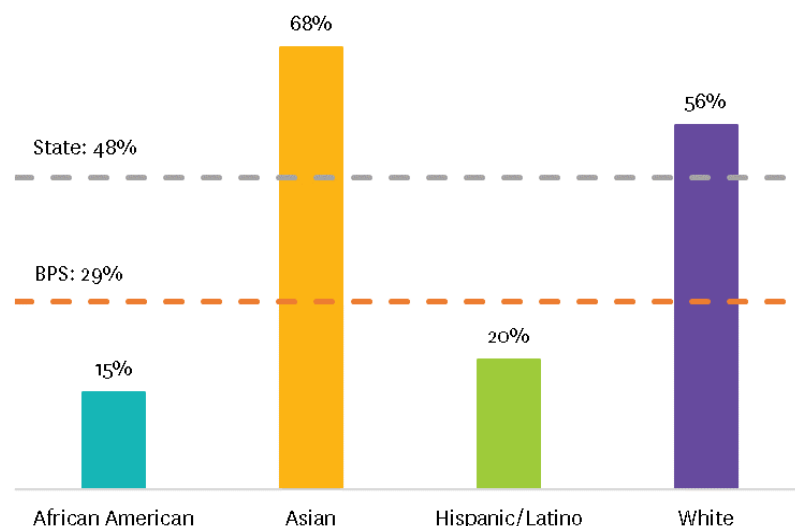
Students like math:

36,000 more associate and bachelor STEM degrees will be needed to fill available jobs in the state's workforce by 2020.²

70%

of Boston 4th graders report liking math "very much" or "quite a bit."

Math Achievement Gaps in Boston Public Schools
8th Grade Proficiency (SY16-17 MCAS)



EdVestors' mission is to increase the number of schools in Boston delivering dramatically improved educational outcomes for all children. Contact us to find out how you can help:

140 Clarendon Street • Suite 401 • Boston, MA 02116
www.edvestors.org • info@edvestors.org • 617-585-5740

1 Final Report of the National Mathematics Advisory Panel (2008), Boston Higher Education Partnership (2009), U.S. Department of Education (Adelman 1999, 2006); 2 MA Dept of Higher Education; 3 Boston Private Industry Council.

EdVestors' intervention through tactical support, knowledge and expertise to our team has been crucial and is affecting the way we teach mathematics at our school. We are already seeing dramatic effects.

- Jordan Weymer, Principal, Donald McKay K-8 School

ZEROING IN ON MATH - YEAR 5

We've more than doubled the scope of our work since Year 1. We're providing deeper, personalized supports to more schools, reaching more students with 3 key strategies:

Build a citywide community of math advocates

Close student knowledge and skill gaps

Deepen effective math instruction

17

Schools are testing ways to improve math education in their classrooms.

160

Teachers are testing improved math practices in their classrooms, using intervention technology to differentiate instruction.

3,800

Students are benefitting from improved math teaching and learning.

ZEROING IN ON MATH RESULTS

Over the past three years, on average, students have gained 1.2 to 1.4 years as part of the Blended Learning cohort and 1.3 to 1.6 years in the Deeper Learning cohort.

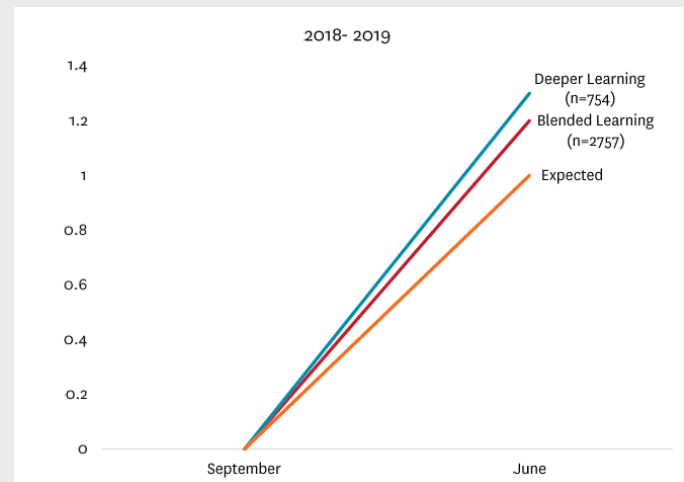
Average student growth in SY 18-19

1.0 Expected

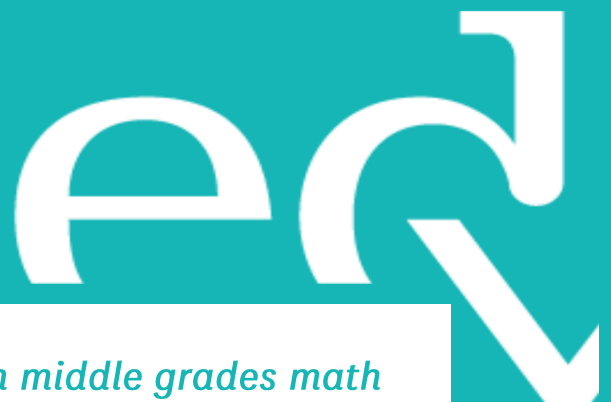
1.4 Blended Learning Schools

1.5 Deeper Learning Schools

ZioM Student Learning Gains – Students Made More than a Year's Progress



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