RESULTS NAZ
Family Engagement and Family Academy
Nov 19, 2015
GENERAL OUTLINE

• Introductions
• Results NAZ process reminder
• Family Engagement solution overall
• How are families better off?
• Targeted solutions – data analysis & key questions
• What happens next?
RESULTS NAZ

EVALUATION
- Solution plan development
- Formative evaluation
- Frame key questions

Developed with:
- Key NAZ staff
- Action Team leaders
- Evaluators

You are here

ROUNDTABLE
- Key leaders spotlight data
- Find solutions for gaps
- Highlight successes

NAZ BOARD
(oversight of effort)

ACTION TEAMS
(learning community)

PARTNER PROGRAMS & NAZ TEAMS
(operational changes)

KEY LEARNINGS are captured and implemented through the ongoing internal evaluation process. Full evaluation repeated annually.
FAMILY ENGAGEMENT/ ACADEMY SOLUTION PLANS

- **Family Engagement**: Parents will increase their belief, intention, skills, and commitment to support their child(ren)’s academic development and successful path to college.

- **Family Academy**: Parents and caregivers who complete an age-appropriate Family Academy offering will increase their knowledge, behavior and skills to support their child(ren)’s academic and socio-emotional growth leading to college readiness.

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5. **Parental expectations for and support of children’s success in school** (N=251)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know how to help my children be successful in school.</td>
<td>56%</td>
<td>37%</td>
<td>6%</td>
<td>1%</td>
</tr>
<tr>
<td>I have high expectations for my children’s success in school.</td>
<td>75%</td>
<td>19%</td>
<td>5%</td>
<td></td>
</tr>
</tbody>
</table>
How are families better off in relation to this goal?
### 12. Reading and math proficiency among NAZ-enrolled scholars, 2013-14 MCA

<table>
<thead>
<tr>
<th></th>
<th>Total N assessed</th>
<th>Percentage proficient</th>
<th>Total N assessed</th>
<th>Percentage proficient</th>
<th>Total N assessed</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 3-5</td>
<td>182</td>
<td>18%</td>
<td>181</td>
<td>30%</td>
<td>180</td>
<td>14%</td>
</tr>
<tr>
<td>Grades 6-8</td>
<td>118</td>
<td>22%</td>
<td>125</td>
<td>17%</td>
<td>117</td>
<td>12%</td>
</tr>
<tr>
<td>Grades 10-11</td>
<td>16</td>
<td>31%</td>
<td>12</td>
<td>8%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Overall</td>
<td>316</td>
<td>20%</td>
<td>318</td>
<td>24%</td>
<td>297</td>
<td>13%</td>
</tr>
</tbody>
</table>

**Note:** Tenth graders are only assessed in reading and eleventh graders are assessed only in math; therefore, scholars cannot be proficient in both during the same test year. Data are only available for scholars with a valid consent to share academic data who were enrolled in Minneapolis Public Schools, the Harvest Network, Sojourner Truth, KIPP, or Ascension.
Solution:
Achievement Planning
ACHIEVEMENT PLANNING

- Families agree or strongly agree that they are setting goals and making real progress toward achieving them.
ACHIEVEMENT PLANNING 2.0

- Launched end of CY2014
• Evidence indicates strong goal setting, weaker goal completion .. yet families are participating in supports

• NAZ must continue to improve data collection
## Parents Setting and Completing Goals

### Highest goal completion:

<table>
<thead>
<tr>
<th></th>
<th>N active goals FY15</th>
<th>Goal completion</th>
<th>Goal Step completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood</td>
<td>Enroll in high-quality Early Learning Opportunity</td>
<td>144</td>
<td>13%</td>
</tr>
<tr>
<td>K-12</td>
<td>Enroll this child in a NAZ Anchor School</td>
<td>133</td>
<td>31%</td>
</tr>
</tbody>
</table>

### Highest goal step completion:

<table>
<thead>
<tr>
<th></th>
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<th>Goal completion</th>
<th>Goal Step completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood</td>
<td>Seek regular assessments and screening to ensure early learning and development</td>
<td>175</td>
<td>4%</td>
</tr>
<tr>
<td>K-12</td>
<td>Support Learning in the home</td>
<td>696</td>
<td>6%</td>
</tr>
</tbody>
</table>
PARENTS SETTING AND COMPLETING GOALS

Goal set: 696  Goal completion: 6%  Goal step completion: 19%

Key Questions:
1. What can we do to increase family goal and/or goal step completion?
2. How do family teams (connectors, partners, and peers) help support family goal and step completion?
3. What does culture change look like regarding achievement planning?
4. What can we do to ensure that family progress is logged?

Support learning in the home.

Example Steps:
- Establish a learning routine with this child.
- Create a library at home with books for this scholar.
- Review and take action on Starting Kindergarten Skills Checklist (handout).
- Read with my scholar 3-5 times a week for one month.
- Practice reading, writing, and math in regular home or family routines for one month.
- Check in with scholar about homework every night.
Solutions:
Family Academy
FAMILY ACADEMY FOUNDATIONS ENCOURAGES GOAL COMPLETION

- Checklist goal completion for families that completed Foundations is more than twice that for families who had not completed an Education Checklist goal in FY15.
FAMILY ACADEMY FOUNDATIONS

- 135 families actively enrolled in FY15 had ever completed at least on Family Academy course
  - In FY15, average completion rate was 65% (94 of 145)

- Of actively enrolled families (FY15), 13% had completed *Foundations*

Key Questions:

1. What can we do to increase Family Academy attendance and completion?
2. How is our engagement strategy affected by current rates of attendance and completion? Do we need to make any modifications?
Next Steps
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