



NORTHSIDE
ACHIEVEMENT
ZONE

RESULTS NAZ

Family Engagement
and Family Academy

Nov 17th, 2016

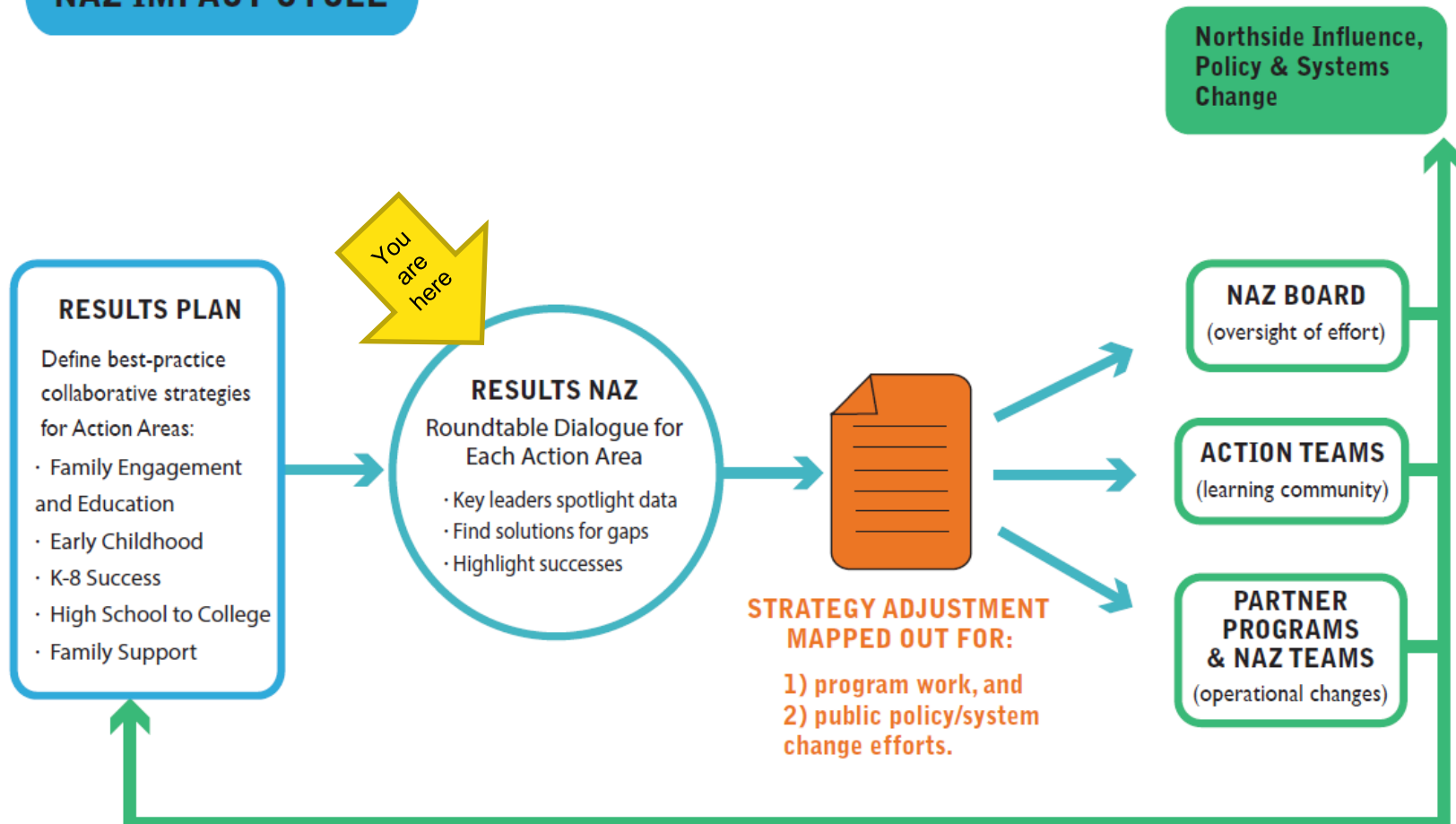
ONE
NAZ

GENERAL OUTLINE

- **Table introductions**
- **Impact Cycle**
- **FE and FA Solution Plan Goals**
- **How are families better off?**
- **Targeted solutions**
- **Key Questions**
- **What happens next?**

Table Introductions

NAZ IMPACT CYCLE



KEY LEARNINGS are used to adjust plans for direct impact with participating families.

FE AND FA SOLUTION PLAN RESULTS

- **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.

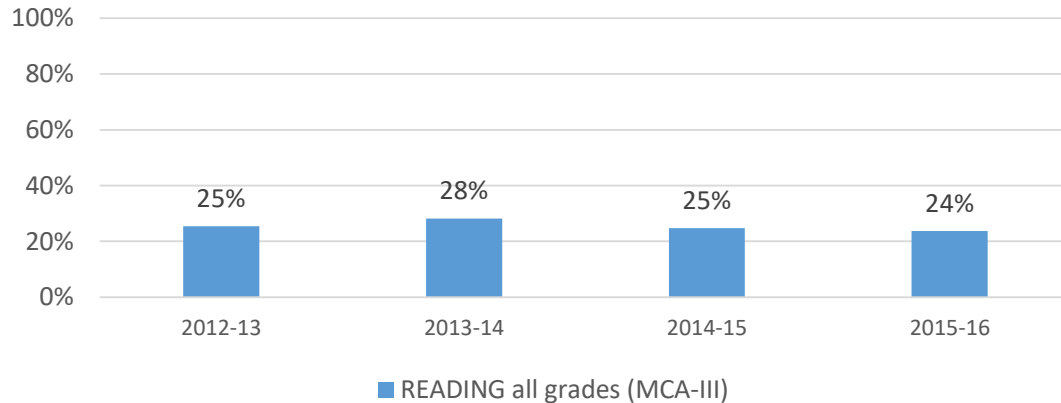
FE AND FA IMPLEMENTATION UPDATES

- **Family Engagement**
 - Alysha Price
- **Family Academy**
 - Andre Dukes

How are families better off in
relation to this goal?

MCA PROFICIENCY - READING

NAZ K8 partner schools, all students
READING *all grades* (MCA-III)



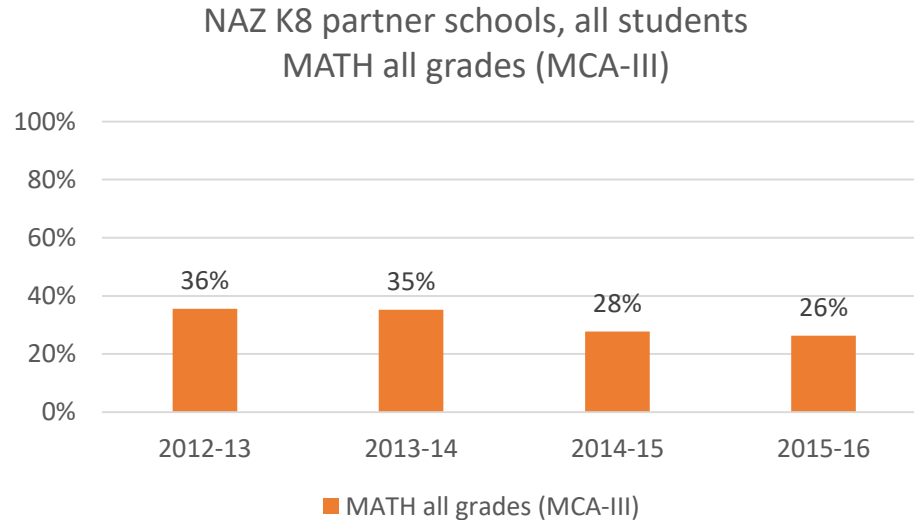
Scores were pulled from MDE's Minnesota Report Card for the following schools:

http://rc.education.state.mn.us/#testResults/orgId--30001000000__groupType--district__test--MCA-III__subject--R__year--trend__grade--03__p--1

- Elizabeth Hall International, Franklin Middle School, KIPP Stand Academy, Mastery School, Nellie Stone Johnson, and Sojourner Truth Academy

Ascension Catholic School graciously provided their scores.

MCA PROFICIENCY - MATH



Scores were pulled from MDE's Minnesota Report Card for the following schools:

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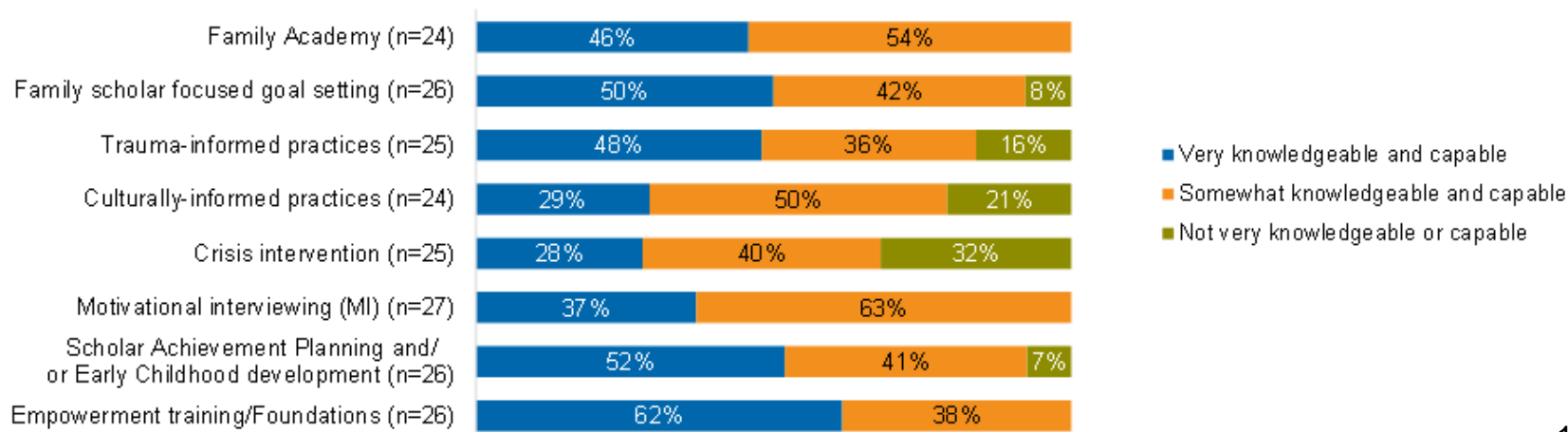
- Elizabeth Hall International, Franklin Middle School, KIPP Stand Academy, Mastery School, Nellie Stone Johnson, and Sojourner Truth Academy

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Solutions

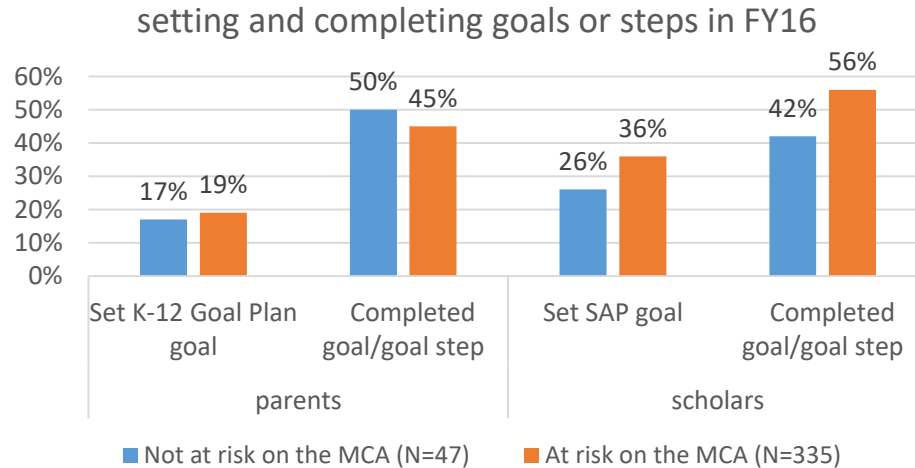
COACH ABILITY TO USE STRATEGIES

- **Most coaches feel knowledgeable and capable employing empowerment and goal-based strategies**
- **Less knowledgeable employing crisis intervention and culturally-informed practices**



AT-RISK SCHOLARS AND ACHIEVEMENT PLANNING

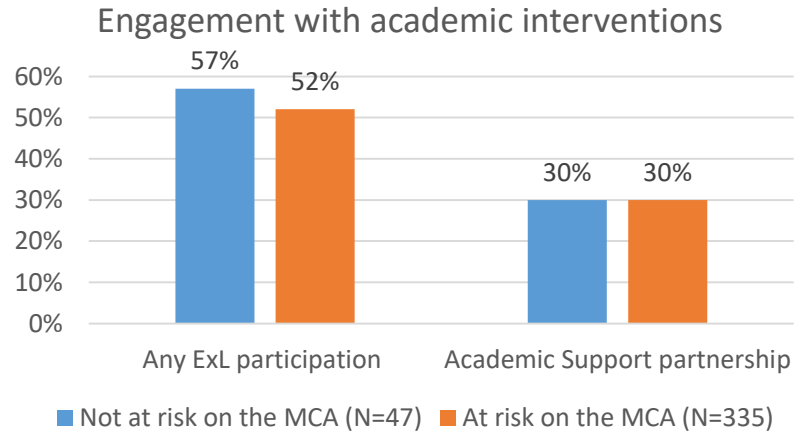
- **More at-risk* scholars engaging in their own achievement planning processes completed goal steps**



*At risk scholars are those who were not proficient on at least one of the reading or math tests of the 2014-15 MCA; they could have been tested in one subject or both subjects (reading or math).

OPPORTUNITY TO FOCUS ON ACADEMIC NEED

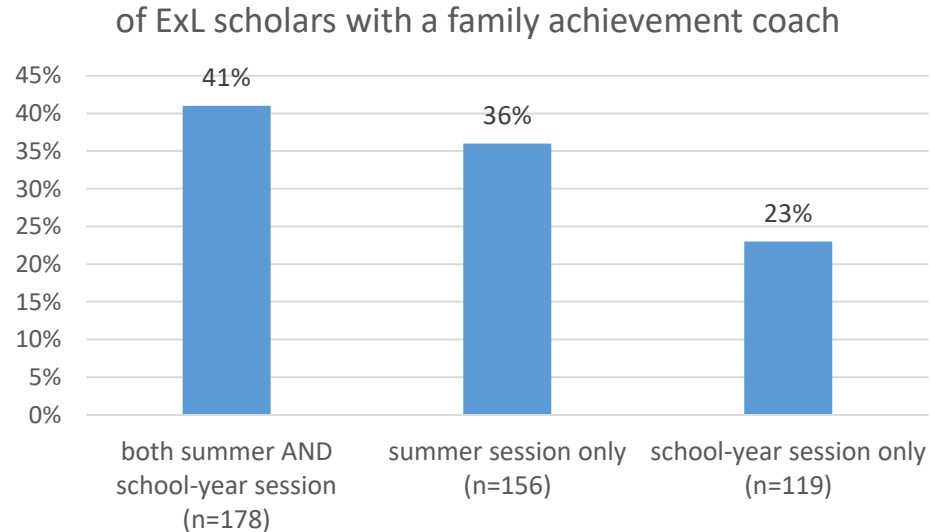
- **Baseline:** While most scholars in NAZ partner schools have academic need, NAZ engagement efforts have so far been similarly distributed between those with need and those without



*At risk scholars are those who were not proficient on at least one of the reading or math tests of the 2014-15 MCA; they could have been tested in one subject or both subjects (reading or math).

ExL PARTICIPATION

- **41% of all ExL scholars in coach-enrolled families participated in multiple sessions of ExL**

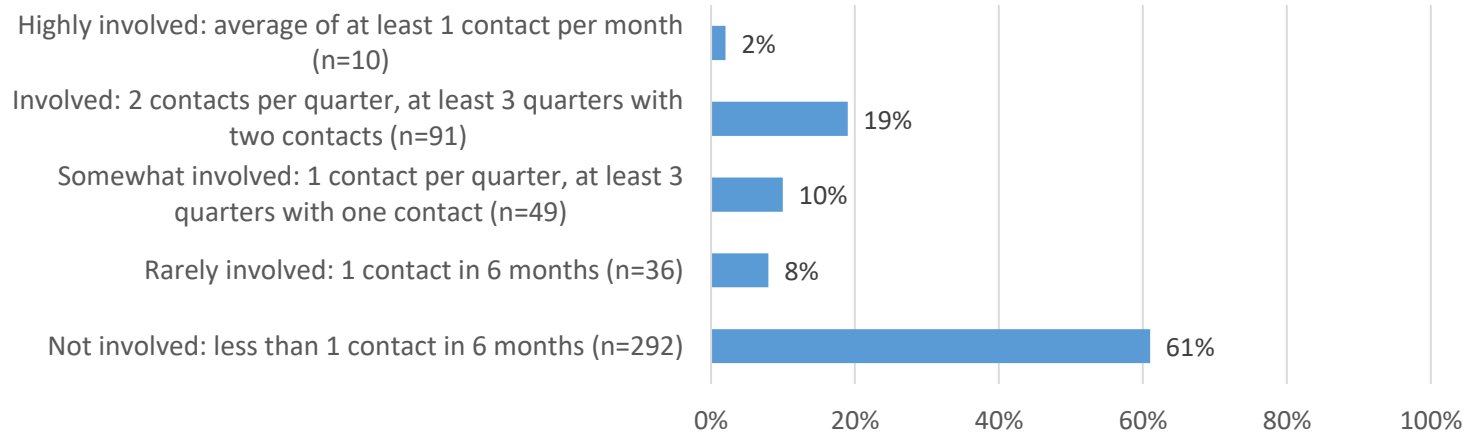


INVESTIGATING FAMILY INVOLVEMENT

Exploratory analysis of family level of involvement indicates lower levels than hoped

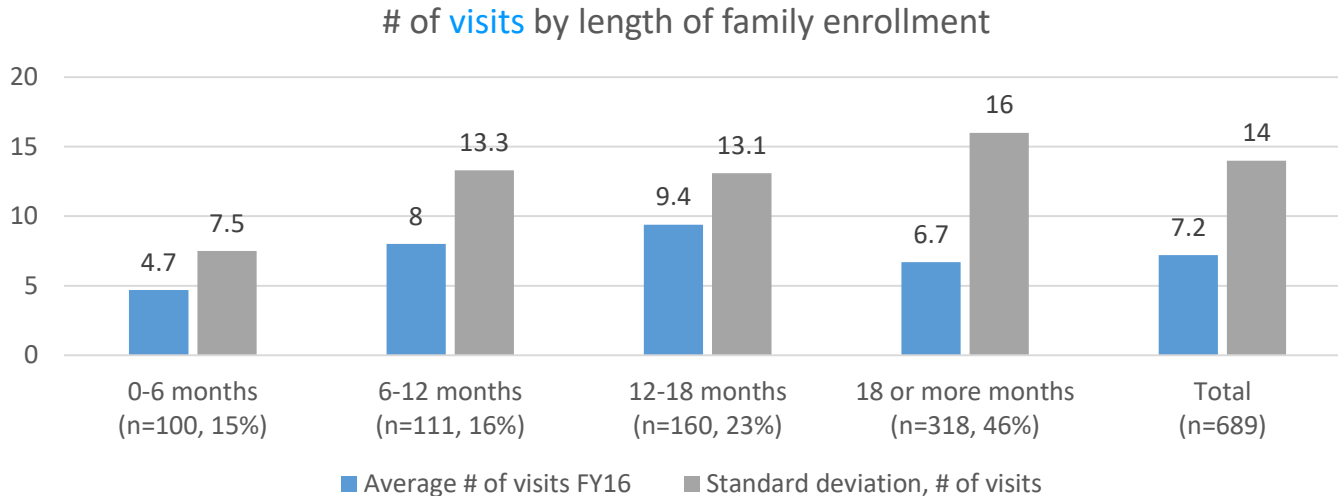
- **Renewed FE leadership emphasis on family involvement expected to significantly change level of involvement in FY17**

Involvement of coach-enrolled families prior to FY16 (N=478)



VISITS DEPENDING ON LENGTH OF ENROLLMENT

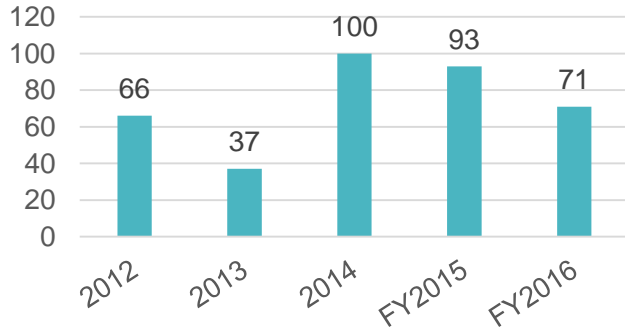
- **46% of families have been enrolled more than 18 months**
- **This group also has the widest variation in the number of visits received (standard deviation of 16)**



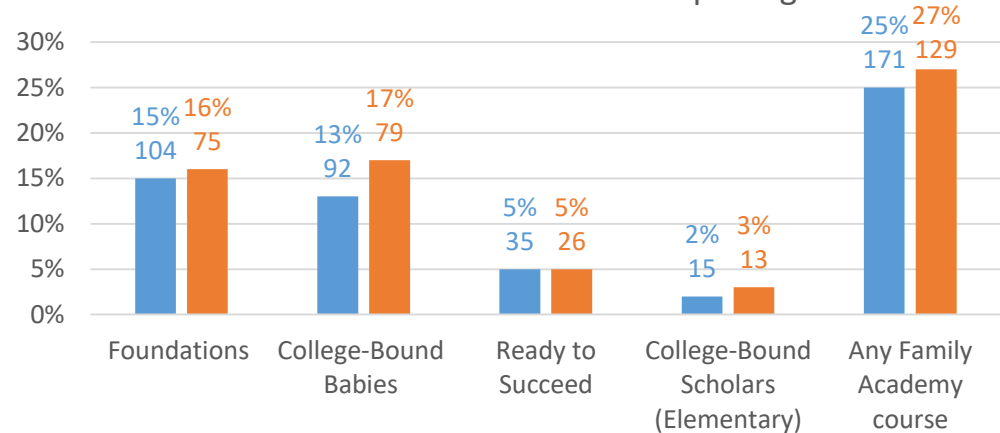
FAMILY ACADEMY COMPLETION

- **1 in 4 coach-enrolled families had completed at least one family academy course**

Parents completing any family academy course (NAZ data)



FY16 coach-enrolled families completing FA



■ All families enrolled FY2016 (N=694) ■ Families enrolled 1+ years (N=478)

Key Questions

KEY QUESTION

How do we further integrate engagement and education strategies such that we are reaching scholars most in need?

How do we continue to use scholar coaching to influence academic growth?

KEY QUESTION

How do we further solidify and improve the team approach around scholars and families?

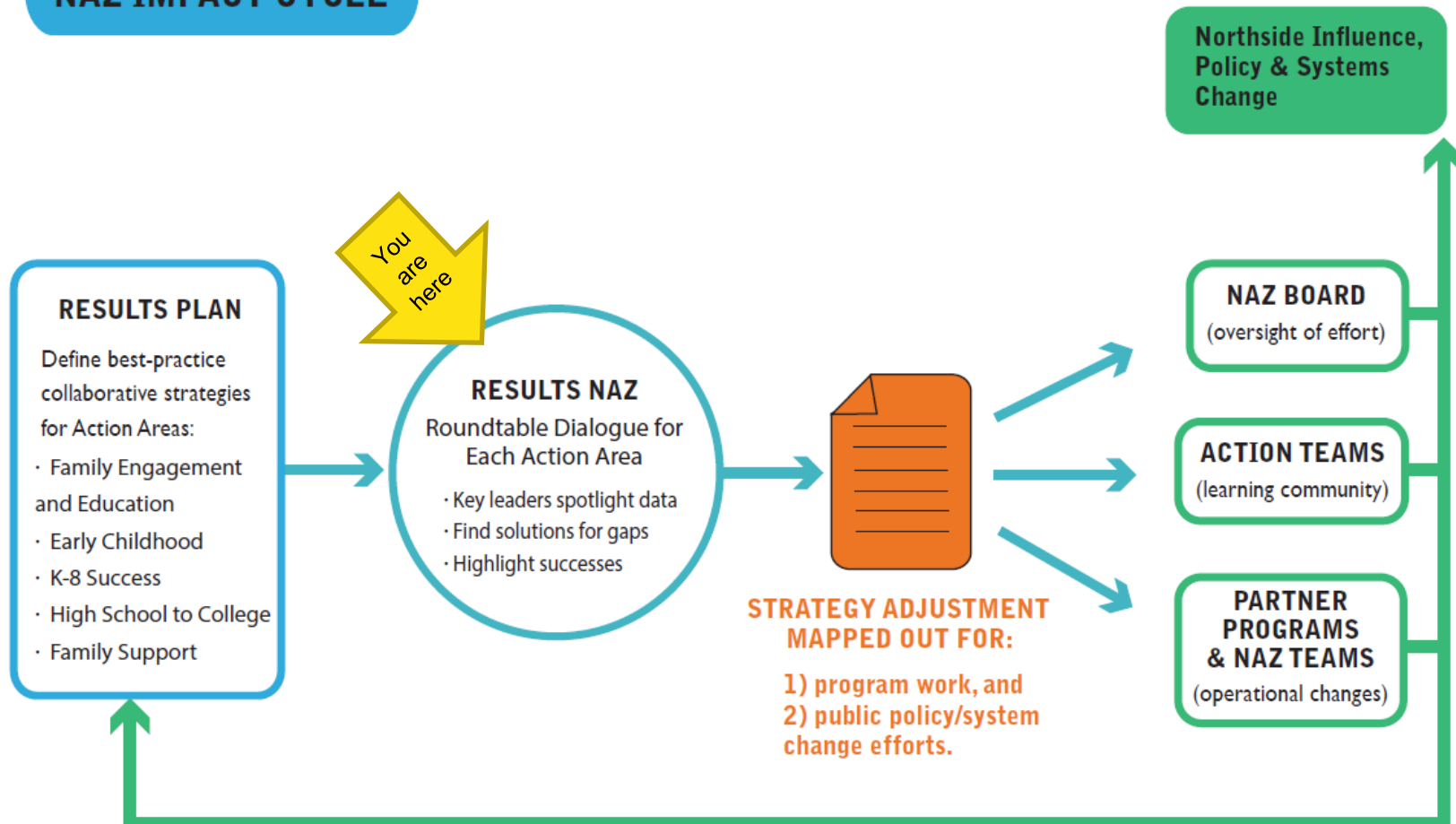
KEY QUESTION

How do we further train and professionally develop family coaches to enhance their role in support of families across the pipeline?

KEY QUESTION

How can we continue to offer empowerment in more ways to more families? Recruiting, structural and formatting changes, etc?

NAZ IMPACT CYCLE



KEY LEARNINGS are used to adjust plans for direct impact with participating families.