

Tuesday, November 1, 8-9AM

Google Meet joining info

Video call link: <https://meet.google.com/aqp-ywbj-rxo>

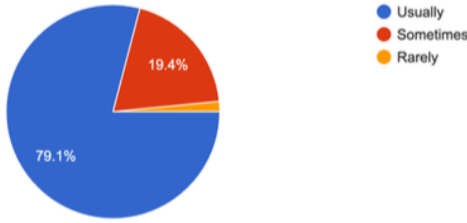
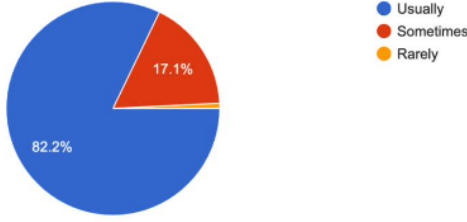
Or dial: (US) +1 417-567-3149 PIN: 525 513 098#

More phone numbers: <https://tel.meet/aqp-ywbj-rxo?pin=9127664247318>

Goals

- Advise on caregiver survey for upcoming caregiver/teacher conferences
- Hear experiences with school communication from stakeholder perspectives to better understand the glows and grows around communication, which can inform survey planning

Attending:

Topic	Activity/Notes																
Connection 8:00-8:10	What is one victory you had this week?																
Review data on main areas of focus 8:10-8:35	<p>1. View data (5 min):</p> <ol style="list-style-type: none">See highlighted notes from listening sessions>>View survey data below. For breakdown of results by demographic categories, see highlighted sections in this spreadsheet>> <p style="text-align: center;">LEARNING</p> <p>I believe that the school actively works to ensure the academic growth of all students, including my own. 129 responses</p>  <table border="1"><caption>Survey Data: School actively works to ensure academic growth</caption><thead><tr><th>Frequency</th><th>Percentage</th></tr></thead><tbody><tr><td>Usually</td><td>79.1%</td></tr><tr><td>Sometimes</td><td>19.4%</td></tr><tr><td>Rarely</td><td>1.5%</td></tr></tbody></table> <p>I trust that the school will communicate with me if they have academic concerns for my student. 129 responses</p>  <table border="1"><caption>Survey Data: School will communicate with me if they have academic concerns</caption><thead><tr><th>Frequency</th><th>Percentage</th></tr></thead><tbody><tr><td>Usually</td><td>82.2%</td></tr><tr><td>Sometimes</td><td>17.1%</td></tr><tr><td>Rarely</td><td>0.7%</td></tr></tbody></table>	Frequency	Percentage	Usually	79.1%	Sometimes	19.4%	Rarely	1.5%	Frequency	Percentage	Usually	82.2%	Sometimes	17.1%	Rarely	0.7%
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2. Make data statements (5 min)
 - a. Examples:
 - i. Nearly 20% of families believe the school works to ensure the academic growth of all students only sometimes.
 - ii. Compared to other groups, a higher percentage of White families that responded to the survey chose 'usually' for all 'Learning' category questions
 - b. A lot of families mentioned concerns about if academics were challenging enough and communication around academics
 - c. Ethiopian families and families of color said work is easy and not challenging enough but in the survey, >80% respondents answered that they believe that the school 'usually' actively works to ensure academic growth for all students
 - d. 'Usually' responses of LGBTQ+ families seem lower in areas of social emotional well-being as well as safety (70% is the highest for any of those categories)
 - e. A lower percentage of American-born black families chose 'usually' for 1st 'learning' category question and also 60% trust that school will communicate if they have academic concerns but 100% that the school communicates in a clear and timely fashion
 - f. The numbers for the LGBTQ+ families seem a little low but also the families of color
 - g. Data for families of color seems to skew lower
 - h. Communication piece/feeling connected w/ teachers stood out
 - i. Only 5 American born black families that answered in terms of self-identifying
 - j. For people of color, no one said rarely for any of the questions
3. Wonders (5 min)
 - a. Examples) How did the people who didn't answer the survey or attend listening sessions feel?
 - b. What do other American born black families feel?
 - c. What does 'sometimes' mean - when does it happen and when doesn't it happen and what leads to that?
 - d. Why did people choose what they did?
 - e. What are we doing specifically with the data and with the comments that people provided?
 - f. Hope that we had comments that were specific enough that we could take action on
 - g. Do parents have concrete ideas themselves about ways to change situations- possible to change the language of the open-ended questions so we can get ideas from families?
 - h. What is the qualitative components around safety question for LGBTQ+ families?
 - i. When families were filling these surveys out, were they connecting with their students as well? Would the numbers be different if they had student input? Could we get student input?
 - j. For LGBTQ+ families, why is the learning lower?
4. Brainstorm questions we can ask to help us get information about our wonders (5 min)
 - a. Self-identification question - keep for consistency

	<ul style="list-style-type: none"> b. Asking people to get specific and for examples of how we can do things better c. Is there a way to include in this survey or for another survey if ParentSquare is working for everyone - is everyone using it; if they are, are they satisfied with it d. Multiple choice question of what are people's preferred form of communication e. Give an example of a teacher who's connected successfully with you about your student's academic success
<p>Discussion on personal experiences with communication 8:35-8:55</p>	<p>Discuss questions:</p> <ul style="list-style-type: none"> ● Families/students: What communications are getting and what's your experience with those communications? <ul style="list-style-type: none"> ○ Students <ul style="list-style-type: none"> ■ Emails from the teachers about what they want them to do; they feel helpful ■ Emails from teachers, newsletter (can get mixed up with other updates) - a lot of students don't check their email ○ Families <ul style="list-style-type: none"> ■ Prefer email and text. Still having a hard time adjusting to ParentSquare - difficult to toggle between two schools. Easier when you're dealing with just one school <ul style="list-style-type: none"> ● Knows other families with children and multiple schools that are feeling the same thing ■ Gets the newsletter and thinks it's great ● Community members: What information or any are you getting from RAUC and how? What would you like to get, why, and how? <ul style="list-style-type: none"> ○ Up until the end of last year, was receiving the RAUC newsletter ○ With the change of communication so all community members were booted off of communication ○ Why it was so helpful to get the RAUC newsletter - helpful to know RAUC events ahead of time so they can plan around them and also see if they can join; helpful in making connections with students ● Educators: What's your experience in what you're communicating - what are you communicating, to whom, how? <ul style="list-style-type: none"> ○ Program within Structured Academics is different - do a lot of communication right at the beginning of the start <ul style="list-style-type: none"> ■ Email doesn't work that well for a lot of their families so usually it's phone call or text ■ If it's an urgent communication, better to call w/ school phone since it comes up as 'Cambridge Public Schools' ○ Email small group; did introduction letter and trying to do a monthly update on learning goals and how students are improving <ul style="list-style-type: none"> ■ Usually it's unit-based ■ In 8th grade, the math teachers all split up the students and email families w/ unit results based on this ■ Email families of students who are missing 2 or more assignments every week ○ Home visit & weekly texting (not just on week days) with one caregiver / very responsive

	<ul style="list-style-type: none"> ■ At first did email, but that didn't work well. Then, with phone calls, it worked sometimes and sometimes it doesn't so that's why, she started texting and has worked well <p>(If time allows) Brainstorm any survey questions for caregivers based on what you have heard.</p> <p>What do you hope to learn from this survey?</p> <ul style="list-style-type: none"> ● ****Hope that we have a high percentage (particularly families we didn't get high numbers for) of families that participate in the survey ● *****Hope that we can get more concrete examples, stories and suggestions ● Hope we can invite more African American families ● Wants to know more around social and emotional well being ● Hope events can be more relatable and at hours that are catered to needs and not just a full information session <ul style="list-style-type: none"> ○ Could have a checkbox of what kind of information sessions or workshops would you like from the school?
<p>Next steps 8:55-9:00</p>	<p>Ideas for future meetings</p> <ul style="list-style-type: none"> ● Julie & Julia will create survey based on our brainstorming <ul style="list-style-type: none"> ○ We can send this out as a draft to anyone who would like to review it before we finalize it <p>Next mtg: morning, 1st Tuesday of the month (Dec.) - EVENING</p>