



Guam One-Stop Data Village (GOSDV)

GOSDV Education Agenda for Research (GEAR) Workshop

Friday, October 23, 2020 at 2:00 – 4:00 pm via Zoom

Inquiries: Please send to Dr. Zenaida Napa Natividad <znnatividad@gdoe.net>

2020 GEAR Final Summary of Notes

The following table shows the compilation of the notes for the seven topics discussed:

<p style="text-align: center;">GROUP ONE</p> <p style="text-align: center;">Facilitator: Dr. Dean Olah (UOG) Note Taker: Nikki Monforte (GDOE)</p> <p><u>Research Questions</u></p> <p>What to factors impact student transition from secondary to postsecondary education? A specific area of interest is in students with potential barriers to postsecondary education such as those receiving a standard diploma, limited English proficient (LEP) students, economically disadvantaged, minority race/ethnicity, homelessness, at-risk status, special needs status</p> <p>Which schools are transitioning a greater proportion of their high school graduates for colleges and universities ready for college level work?</p>	
TOPIC	NOTES
Key words and phrases	<p><u>What key words or phrases mean?</u></p> <p><u>Economic Barriers</u></p> <ul style="list-style-type: none"> • COVID is impacting our students in having the technological infrastructure • state of readiness for students appears connected to economic status • Financial barriers are factors when students plan how to they will transition into a college career. • Merit scholars are also at risk. There is an assumption that they are so smart that they can figure things out, but they still need a support system. • At Risk –Many are also still at financial risk. What can UOG do to fill in the gap? • It make sense to use evidence in their transcript from GDOE for placement. <p><u>Financial Assistance for post-secondary education</u></p> <ul style="list-style-type: none"> • By mirroring services that are being provided by local funds, we can improve transition such as 1st generation trust. • Local funds enable some students to access post-secondary education. • Programs at UOG, such as College-bound and Trio program, allows students to better transition from secondary to college. <p><u>Barriers associated with Familiarity of Postsecondary transition</u></p> <ul style="list-style-type: none"> • 1st generation students' knowledge is a huge factor. She observed that a lot of students ready do not know how to enter college. • Students ask questions about who to go to with questions about getting through transition. Students need to know who to go to ask questions. • Just understanding the culture of post-secondary ed. is a barrier. Registration information is provided, but there is still an unfamiliarity about how to navigate the system.

	<p><u>Qualitative Data Discussion</u></p> <ul style="list-style-type: none"> • The work being done between GDOE and UOG has been a great help in transitioning students. • UOG has been putting in more support systems. • It is useful to collect student data regarding preparedness and transition. • Find out what the students are thinking about their preparedness after starting college life. We can survey how they feel about how prepared they were during the transition. <p><u>Limited English proficient</u></p> <ul style="list-style-type: none"> • How do students identified as LEP perform in UOG placement test in English and math? • How can we capture this data and use it to improve standards? <p><u>Programs in Place</u></p> <ul style="list-style-type: none"> • Clymer gives students a say in how they start college Clymer is designed to provide students with a shot; if they are willing to take college-level courses, they proved more successful in relying on a one-hour placement test. • The student perspective is a major part of how the students feel whether they are prepared for a college career. Students' point of view is essential. GCC studied 10 years' worth of raw data and analyzed common factors to allow students entrance into college-level courses. Through this study, GCC established the Clymer program.
Group's understanding of the research question(s)	<p>How did the research question come about/other questions regarding the meaning.</p> <p>The research question was written clearly.</p>
Group's version of the research question(s)	<p>Feedback or different interpretations of the questions. Example: the inclusion of private and charter schools</p> <p>Group gave no indication of wanting to revise the questions.</p>
Policy, decision, or practice impacted by the research	<p>Based on various assessment data (summative test) to include private and charter schools; what other data sets are available. What impact does teacher certification have on the assessment data? What operation definitions do schools have for "certified teacher"? How will this impact post-secondary placement and course offerings?</p> <p><u>Discussion on Data and Definitions</u></p> <ul style="list-style-type: none"> • What defines at-risk and special needs? This population makes up a small percentage, but when reading the preparedness test, how do we access information on LEP student data? • Is the secondary education classroom experience a barrier? • Are the secondary schools preparing LEP the students for transitions? <p><u>Qualitative Data Discussion</u></p> <ul style="list-style-type: none"> • Two ways of looking at this: Groups of students we need to address AND students' specific needs. What is needed for these students? If students need to understand the culture of higher education, how do we manage it? • Social and emotional needs are, how many students are taking advantage of the programs available (COVID).
Data elements	<p>What data must be collected to answer the (reworded) research question?</p>

needed to answer the research question(s)	<p><u>Discussions and Questions on Existing Data</u></p> <ul style="list-style-type: none"> • SPRC uses the ACT Aspire test RME – gives data for how students are doing and what the percentages are for LEP students for each school. • Test scores disaggregated by school, SES, ESL, SPED, Sec 504 • Demographics • If the data reveals that one is more successful than others, what can we take away from that? • if we have a student from DOE and UOG graduated what support services did the LEP students get that helped them succeed? Is the Home Language data available? • Is there data for the highest level of education complete by parents? • The data for highest level of education complete by parents can be found in UOG admissions office. • What outcomes that we are looking at to measure, placement test, retention, attrition, GPA? • ACT Aspire scores was suggested as a measure for student placement for UOG but was not accepted because it did not have a writing component. • Data points that we needed to see in the SLDS, include the ACT Aspire, Individual student data. <p><u>Qualitative Data Discussion</u></p> <ul style="list-style-type: none"> • Programs that are available in the US that gave opportunities for preparedness but there was still issues with sense of belonging (harder to quantify) • Student cohorts (those who attend college with relatives and friends) how do we know if students are more successful? How do we gather this information?
Potential champion for the research project (must be a policy maker, decision maker or education professional (optional))	<p><u>Open to those who want to pursue.</u> <u>The champion could be someone inside of the group or nominated by the group and what responsibilities go along with the role?</u></p> <p><u>Discussion on potential UOG champion</u> Enrollment Management and Student Success at UOG. Links to the satellite/ecosystem of support; leads out of each of the different departments at UOG, Senators and other entities need to be involved. We need to establish the framework for what the supports look like.</p>
Significant comments/ ideas/ suggestions	<p><u>Dr. Dean Olah:</u> is interested in this question <u>Ms. Dee L.G:</u> Thesis research <u>Dr. Carol Simpson Warner:</u> Going to provide a portfolio of options for researchers, if this is going to be institutionalized <u>Ms. Dee L.G:</u> Collecting teacher credentials from GODE and college <u>Dr. Dean Olah:</u> Teacher certification data is available with Guam Commission for Educator Certification</p>



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GROUP TWO Facilitator: Dr. Michelle Santos (UOG) Note Taker: Ana Mari Atoigue (GCC)	
<u>Research Questions</u> Does participation in Career and Technical Education prepare GDOE graduates for GCC courses? needs status Which schools are transitioning a greater proportion of their high school graduates for colleges and universities ready for college level work?	
TOPIC	NOTES
Key words and phrases	<p><u>What key words or phrases mean?</u></p> <ul style="list-style-type: none"> • Prepare • Career & Technical Education and GCC • Participation
Group's understanding of the research question(s)	<p><u>How did the research question come about/other questions regarding the meaning.</u></p> <ul style="list-style-type: none"> • Participation = completion of courses offered (number of courses offered varies by program) • Participation needs to be more defined or categories the definition. • Are we defining the type of courses that will prepare them for college courses? • Does participation in Career and Technical Education prepare GDOE graduates for courses in Career and Technical education? • Does participation in Career and Technical Education prepare GDOE graduates for GCC Postsecondary courses? • Completion of the program offered • Prepare = Perkin's definition = seamless transition • Redefining what preparing means is Someone who transition to GCC and is successful in completion of the first year but not necessarily in the same program.
Group's version of the research question(s)	<p><u>Feedback or different interpretations of the questions.</u> <u>Example: the inclusion of private and charter schools</u></p> <p>Does participation, in Career and Technical Education prepare GDOE graduates for GCC Postsecondary Career and Technical Education courses in the same program?</p>
Policy, decision, or practice	<p><u>Based on various assessment data (summative test) to include private and charter schools; what other data sets are available.</u></p>

impacted by the research	<p>What impact does teacher certification have on the assessment data? What operation definitions do schools have for “certified teacher”? How will this impact post-secondary placement and course offerings?</p> <ul style="list-style-type: none"> • Yes, it will have an impact on how we apply internal policies • Based on responses, it may affect graduation requirements, if there are changes to the number of electives. • Impact of competency-based education
Data elements needed to answer the research question(s)	<p>What data must be collected to answer the (reworded) research question?</p> <ul style="list-style-type: none"> • How many students enroll in the program their sophomore year? • How many are able to complete the program? • How many earn a certificate of mastery? • How many students enroll at GCC under the same program? • How many graduated under the same program? • When did they enter postsecondary education? (Immediately after grad?) • External factors, as the pandemics, impact education, transportation
Potential champion for the research project (must be a policy maker, decision maker or education professional (optional))	<p>Open to those who want to pursue. The champion could be someone inside of the group or nominated by the group and what responsibilities go along with the role?</p> <ul style="list-style-type: none"> • Marivic Schrage, GCC • Billie-Jo, GDOE • Carla Masnayan - GDOE
Significant comments/ ideas/ suggestions	<p>Additional question with a different definition for preparation -preparation for this question means they were able to complete their first year of post-secondary. Does participation in Career and Technical Education prepare GDOE graduates for post-secondary education?</p>



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GROUP THREE Facilitator: Dr. Yukiko Inoue-Smith (UOG) Note Taker: Dennis Bakker(GDOE)	
<u>Research Questions</u> Is the ACT Aspire (DOE's district-wide assessment) a good predictor of success in postsecondary education? Analyze by gender, ethnicity, LEP status, poverty level status, and special needs status.	
TOPIC	NOTES
Key words and phrases	<p>What key words or phrases mean?</p> <p>ACT Aspire, postsecondary education, predictor, sex, ethnicity, LEP, social economic status, special needs, English, math, reading, science, writing</p>
Group's understanding of the research question(s)	<p>How did the research question come about/other questions regarding the meaning.</p> <p>How do we define success? Will it be looked at by schools, will the data be able to be obtained. It's only one predictor. Is there a relationship between proficiency in ACT Aspire and postsecondary success?</p>
Group's version of the research question(s)	<p>Feedback or different interpretations of the questions. Example: the inclusion of private and charter schools</p> <p>"Is the ACT Aspire (DOE's district-wide assessment) one good predictor of success in postsecondary education? Analyze by grade, sex, ethnicity, LEP status, social economic status (SES), special needs status, and demographic."</p>
Policy, decision, or practice impacted by the research	<p>Based on various assessment data (summative test) to include private and charter schools; what other data sets are available. What impact does teacher certification have on the assessment data? What operation definitions do schools have for "certified teacher"? How will this impact post-secondary placement and course offerings?</p> <p>Help policy to commit to secondary education. JP Torres success academy policy influenced by graduation rate, dropout rates. Perhaps more vocational driven policy in order to make them more employable.</p>
Data elements needed to answer the research question(s)	<p>What data must be collected to answer the (reworded) research question?</p> <p>Students who go off island, data from off island Universities. ACT Aspire scores in English, reading, math, science, and writing. Grade, sex, ethnicity, LEP, social economic status, special needs.</p>

Potential champion for the research project (must be a policy maker, decision maker or education professional (optional))	<p>Open to those who want to pursue.</p> <p>The champion could be someone inside of the group or nominated by the group and what responsibilities go along with the role?</p> <p>Entity to champion this would be GDOE. Doc Zeni is nominated. Second chair Genevieve Garrett nominated herself. We need secondary school champion from each of the 4 areas on Guam. Success academy champion.</p>
Significant comments/ ideas/ suggestions	<p>Include Guam Museum and other work sites as a possible data collection.</p>



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GROUP FOUR Facilitator: Prof. Terry Perez (UOG) Note Taker: Alice Bonto (GDOE)	
Research Questions Is the ACT Aspire (DOE's district-wide assessment) a good predictor of success in postsecondary education? Analyze by gender, ethnicity, LEP status, poverty level status, and special needs status.	
TOPIC	NOTES
Key words and phrases	What key words or phrases mean? Proficiency, College Ready, Placement Test
Group's understanding of the research question(s)	How did the research question come about/other questions regarding the meaning. <ul style="list-style-type: none"> Need to define what kind of proficiency does the student need to be college ready. Placement tests are not good predictors of whether students are college ready or not. Multiple measures are needed to prepare student for college. Define measurement when students need to take the next level of class and how long it took the student to pass the class. Need to revisit student's previous academic grade and present to provide guidance in the student's educational journey in the future. This is needed in order to understand if student is college ready. College ready is defined as your past, present and future. It is not a static moment in time.
Group's version of the research question(s)	Feedback or different interpretations of the questions. Example: the inclusion of private and charter schools <ol style="list-style-type: none"> What are the characteristics and attributes that determine "college ready"? What proportion of students is college ready when they graduate from high school as measured by both quantitative and qualitative assessment tools at both the secondary and post-secondary level? What does that data look like when aggregated and disaggregated by gender, ethnicity? Based on the data, what groups are most at risk for entering and/or completing college?
Policy, decision, or practice	Based on various assessment data (summative test) to include private and charter schools; what other data sets are available.



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GROUP SIX

Facilitator: Dr. Lawrence F. Camacho (UOG)

Note Taker: Tina Alam (GDOE)

Research Questions

What levels of middle school achievement are associated with success in high school and college? Analyze by gender, ethnicity, LEP status, poverty level status, and special needs status.

TOPIC	NOTES
Key words and phrases	<p>What key words or phrases mean?</p> <p>Achievement, LEP Language English Proficiency</p>
Group's understanding of the research question(s)	<p>How did the research question come about/other questions regarding the meaning.</p> <p>Define Levels of Achievement as grades in subjects - Strong Foundation in language and math they tend to be successful in the HS level regardless of their status and ethnicity. Variables in Math and English can be variables in research.</p> <p>What is Achievement? interscholastic sports, vs academic achievement, disciplinary problems, and even in jobs.</p>
Group's version of the research question(s)	<p>Feedback or different interpretations of the questions.</p> <p>Example: the inclusion of private and charter schools</p> <p>What factors impact middle school students experience that affect achievement of students in HS and college. (Whole gammon to include non-cognitive, cultural values, etc.)</p> <p>What factors impact middle school students' success that are associated/ affect achievement of students in HS and college?</p> <p>What factors in middle school age students affect the achievement of high school and college students</p>
Policy, decision, or practice impacted by the research	<p>Based on various assessment data (summative test) to include private and charter schools; what other data sets are available.</p> <p>What impact does teacher certification have on the assessment data?</p> <p>What operation definitions do schools have for "certified teacher"?</p> <p>How will this impact post-secondary placement and course offerings?</p>

	<p>Truancy and attendance? Did not finish discussion</p>
Data elements needed to answer the research question(s)	<p>What data must be collected to answer the (reworded) research question?</p> <p>Factors</p> <p>What do we mean by factors:</p> <p>Ethnicity Language Language at home Discipline Data (adjudicated/referral/ORD (Office Referral Document)) Attendance Alcohol, drugs, tobacco use. Socio-economic status Mentorship - (influence in students) (incarcerated parents Sports, arts and music (extracurricular) Social media influence Technology exposure</p> <p><u>Academic Achievement Factor</u></p> <p>ACT Aspire to determine the achievement of students AIMSWEB Teacher grades/Students marks</p>
Potential champion for the research project (must be a policy maker, decision maker or education professional (optional)	<p>Open to those who want to pursue. The champion could be someone inside of the group or nominated by the group and what responsibilities go along with the role?</p> <p>Not discussed</p>
Significant comments/ ideas/ suggestions	<p>Research shows highly qualified teachers is a factor in academic achievement (strong leadership)</p> <p>Background of the family - can be a factor in academic achievement</p> <p>Gaps:</p> <ul style="list-style-type: none"> ● parental Involvement background of the family ● socio economic status ● non-English speaker ● Inability to guide the children (Parents or teachers) <p>Middle Schools - know which kids have parental involvement? Partner with teachers who are helpful? Best for afterschool programs.</p>

	<p>Some families do not know how to be supportive with their children</p> <p>How to help families be supportive</p> <p>Middle School (MS) years not just motivating them (students) but introducing parents and families to support their children</p> <p>Other factors:</p> <ul style="list-style-type: none">● curriculum, teacher responsibilities, teaching methods and strategies● the quality of teacher-student relationship● number in household, highest grade (level) of parent(s)● parental involvement in education or a supportive adult
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impacted by the research	<p>What impact does teacher certification have on the assessment data? What operation definitions do schools have for “certified teacher”? How will this impact post-secondary placement and course offerings?</p> <p>The research will impact the assessment tools/methods we currently use to prepare the student for college. New assessment/evaluation might be needed to determine if student is college ready.</p>
Data elements needed to answer the research question(s)	<p>What data must be collected to answer the (reworded) research question?</p> <ul style="list-style-type: none"> • Placement Tests • Diagnostics • Passing rates and grades in secondary and post-secondary courses • Attitude survey (how do students feel about their college readiness before entering college and after having taken college courses - like a first year retrospective)
Potential champion for the research project (must be a policy maker, decision maker or education professional (optional))	<p>Open to those who want to pursue. The champion could be someone inside of the group or nominated by the group and what responsibilities go along with the role?</p> <p>Teresita Perez, Katrina Quinata, Simone Bollinger, Rose Castro</p>
Significant comments/ ideas/ suggestions	<ul style="list-style-type: none"> • Collect student surveys upon student orientation, confidence level of students, if students feel prepared in college. • Is College ready connected to reading and writing? • Is College ready related to maturity level? • Is the student self-motivated to go to college? • Does the rubric of a teacher ties into the definition of college ready?



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GROUP FIVE

Facilitator: Dr. Melissa Taitano (UOG)

Note Taker: Trini MacDuff (UOG)

Research Questions

What are the postsecondary experiences of high school students (including postsecondary enrollment, remediation, persistence, completeness)?

What are the postsecondary experiences of high school COFA students (including postsecondary enrollment, remediation, persistence, completeness)?

TOPIC	NOTES
Key words and phrases	<p>What key words or phrases mean?</p> <p>Post-secondary experiences: seeking post-secondary education, employment, community involvement (Cardenas), or incarceration (Sellmann)</p> <p>High school students</p> <p>Post-secondary enrollment: Which students enroll or register in an institution of higher education</p> <p>Remediation: How many students that graduate from high school have to take remedial courses upon entry</p> <p>Persistence: Students who register again in their 2nd year</p> <p>1) Completeness: The ability to complete or graduate from a program</p> <p>2) Completeness: measures whether a student gainfully employed or contributing to the community upon graduating from high school. To learn this, there should be a follow-up call or completeness survey 1 or 2 years after their high school graduation (Aguigui)</p> <p>3) Completeness: in UOG's SOE a completer's survey is given post-graduation. "How have we supported your professional growth, or how can we continue to support your professional growth?" (Cardenas)</p> <p>Financial aid (Mr. Manny): – Which students are receiving financial aid from UOG/GCC, which are receiving from their host islands,</p> <p>COFA – Compact of Free Association: Kosrae, Chuuk, Pohnpei, Yap, Palau, and Marshall Islands</p>

	COFA – Compact of Free Association: Kosrae, Chuuk, Pohnpei, Yap, Palau, and Marshall Islands Consensus reached on key words
Group's understanding of the research question(s)	How did the research question come about/other questions regarding the meaning. Consensus on understanding of research question
Group's version of the research question(s)	Feedback or different interpretations of the questions. Example: the inclusion of private and charter schools Consensus on understanding of research question
Policy, decision, or practice impacted by the research	Based on various assessment data (summative test) to include private and charter schools; what other data sets are available. What impact does teacher certification have on the assessment data? What operation definitions do schools have for "certified teacher"? How will this impact post-secondary placement and course offerings? No information listed.
Data elements needed to answer the research question(s)	What data must be collected to answer the (reworded) research question? No information listed.
Potential champion for the research project (must be a policy maker, decision maker or education professional (optional))	Open to those who want to pursue. The champion could be someone inside of the group or nominated by the group and what responsibilities go along with the role? No information listed.
Significant comments/ ideas/ suggestions	Source of Data: With regards to the question of "Is there data available for remediation?" Yes, Placement tests for UOG are reported and shared. No remedial classes, literature shows students will be more successful without them. Decades worth of data available (Sellmann).



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Facilitator: Dr. Lawrence F. Camacho (UOG)

Note Taker: Tina Alam (GDOE)

Research Questions

What levels of middle school achievement are associated with success in high school and college? Analyze by gender, ethnicity, LEP status, poverty level status, and special needs status.

TOPIC	NOTES
Key words and phrases	<p>What key words or phrases mean?</p> <p>Achievement, LEP Language English Proficiency</p>
Group's understanding of the research question(s)	<p>How did the research question come about/other questions regarding the meaning.</p> <p>Define Levels of Achievement as grades in subjects - Strong Foundation in language and math they tend to be successful in the HS level regardless of their status and ethnicity. Variables in Math and English can be variables in research.</p> <p>What is Achievement? interscholastic sports, vs academic achievement, disciplinary problems, and even in jobs.</p>
Group's version of the research question(s)	<p>Feedback or different interpretations of the questions.</p> <p>Example: the inclusion of private and charter schools</p> <p>What factors impact middle school students experience that affect achievement of students in HS and college. (Whole gammon to include non-cognitive, cultural values, etc.)</p> <p>What factors impact middle school students' success that are associated/ affect achievement of students in HS and college?</p> <p>What factors in middle school age students affect the achievement of high school and college students</p>
Policy, decision, or practice impacted by the research	<p>Based on various assessment data (summative test) to include private and charter schools; what other data sets are available.</p> <p>What impact does teacher certification have on the assessment data?</p> <p>What operation definitions do schools have for "certified teacher"?</p> <p>How will this impact post-secondary placement and course offerings?</p>

	<p>Truancy and attendance? Did not finish discussion</p>
<p>Data elements needed to answer the research question(s)</p>	<p>What data must be collected to answer the (reworded) research question?</p> <p>Factors</p> <p>What do we mean by factors:</p> <p>Ethnicity Language Language at home Discipline Data (adjudicated/referral/ORD (Office Referral Document)) Attendance Alcohol, drugs, tobacco use. Socio-economic status Mentorship - (influence in students) (incarcerated parents) Sports, arts and music (extracurricular) Social media influence Technology exposure</p> <p><u>Academic Achievement Factor</u></p> <p>ACT Aspire to determine the achievement of students AIMSWEB Teacher grades/Students marks</p>
<p>Potential champion for the research project (must be a policy maker, decision maker or education professional (optional))</p>	<p>Open to those who want to pursue. The champion could be someone inside of the group or nominated by the group and what responsibilities go along with the role?</p> <p>Not discussed</p>
<p>Significant comments/ ideas/ suggestions</p>	<p>Research shows highly qualified teachers is a factor in academic achievement (strong leadership)</p> <p>Background of the family - can be a factor in academic achievement</p> <p>Gaps:</p> <ul style="list-style-type: none"> ● parental Involvement background of the family ● socio economic status ● non-English speaker ● Inability to guide the children (Parents or teachers) <p>Middle Schools - know which kids have parental involvement? Partner with teachers who are helpful? Best for afterschool programs.</p>

	<p>Some families do not know how to be supportive with their children</p> <p>How to help families be supportive</p> <p>Middle School (MS) years not just motivating them (students) but introducing parents and families to support their children</p> <p>Other factors:</p> <ul style="list-style-type: none">● curriculum, teacher responsibilities, teaching methods and strategies● the quality of teacher-student relationship● number in household, highest grade (level) of parent(s)● parental involvement in education or a supportive adult
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