

Factor 1: Good Feelings in Math Class*

Key	Item
var1	I have other students I can turn to for help in my math class.
var9	I can be myself.
var10	I am treated fairly.
var11	I am treated with the same amount of respect as others.
var47	I feel safe.
var61	I am treated as if I am able to do math.

**Just a note that this is not the final name, we will rename them all in May!*

Purpose

To help strengthen the survey for next year, we need to gain a better understanding of how Black and Latina/o students experience math engagement within the factors. The student focus groups this year will focus on strengthening the survey. For example, we need survey questions that capture higher levels of engagement for students. Further, some survey questions do not work the same across different race/ethnic groups. Finally, some factors don't have enough survey questions. Therefore, we are going to deeply explore the survey questions in each factor to identify additional information we need to improve the survey. We will gather this information during the student focus groups this Spring.

Overall Review of the Factor (10 minutes)

Discuss the survey questions that make up this factor. What do they tell us about students' math engagement (particularly for Black and Latina/o students)? Is there anything that could be missing?

What do these questions tell us about students' math engagement (particularly for Black and Latina/o students)? Is there anything that could be missing?	What do we want to know from the focus groups to improve these questions?
<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •

This project is funded by the National Science Foundation, grant #2200437. Any opinions, findings, and conclusions or recommendations expressed in these materials are those of the author(s) and do not necessarily reflect the views of the National Science Foundation.

Learn more about the Adapted Measure of Math Engagement at <https://www.childtrends.org/project/adapted-measure-of-math-engagement>.

Understanding How Survey Questions “Worked Differently” (5 minutes)

One question functioned differently based on students’ race/ethnicity. We want to understand why students respond to the survey questions differently.

Key	Item	Difference
Var9	I can be myself.	For students who are actually equally engaged, Hispanic and Other students are less likely to say “I can be myself” than Black students.

Why do you think students responded to this question(s) differently?	What do we want to know from the focus groups to understand this difference(s)?
<ul style="list-style-type: none">•••	<ul style="list-style-type: none">•••