AM-MΣ

AM-ME Research Group Meeting Agenda

Year 2 qualitative and factor results group discussion meeting (May 2024)

May 20, 2024, 3:30 to 5:30pm (CST)
Location: *[a meeting room in the school district's office]*
Remote option: *[zoom link]*

Meeting Objective:

- Review findings from Spring 2024 (year 2) focus groups.
- Discuss potential new survey questions.

Meeting Documents

- Slides
- Norms & Expectations
- Exit ticket

Time	Item & Notes

10 minutes	**Welcome & Team Building Activity**
	Facilitated by: Samantha Holquist & Alyssa Scott
	Timekeeper: Diane Hsieh
	
	• Update on dissemination products.
	• Review of norms and expectations.
	
	• Team building: Snowball Fight
	  • On a piece of paper, write a fun fact about yourself that people in this group might not know.
	  • Crumple up your piece of paper in a "snowball."
	  • We'll stand in a circle, close our eyes, and throw our snowballs.
	  • Open your eyes, and pick up the snowball closest to you.
	  • We'll take turns reading the fun fact we ended up with and guessing who it belongs to.

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

10 minutes	**Overview of the Qualitative Findings**
	Facilitated by: Diane Hsieh and Avalloy McCarthy
	Timekeeper: Diane Hsieh
	
	• Project timeline: explain how the student focus groups this year relate to other project activities that we accomplished already and have ahead.
	  ○ Emphasize that the goal of the student focus groups is to gather more information on the emergent factors and use the information to further refine our survey.
	• Discuss the process for collecting Spring 2024 focus group data.
	  ○ Show demographic breakdown of the participants (n = 57).
	  ○ The main goal for the student focus groups this time: Find out what "high levels of math engagement" look like…because our survey was "too easy to agree to".
	  ▪ e.g., "What is something that only the most engaged students would do?"
	  ○ A secondary goal of the focus groups is to clarify wordings on the survey that might be confusing.
	  ▪ e.g., "What are your after-school commitments?"
	• Discuss findings from the focus groups across the different factors identified from the Spring 2024 survey data.
	  ○ Show a list of high-level findings, e.g., students who are highly engaged in math can finish work early, can help others, have a more personal relationship with their math teacher, etc.
	  ○ Next, we will review the findings in more detail in small groups.

30 minutes	**Updating the Survey Questions Activity, Part 1** *Facilitated by:* Sammy Holquist *Timekeeper:* Alyssa Scott **Continuing from our work in** Analyze - Year 2 factor analyses results group discussion meeting (March 2024)**:** To help strengthen the survey for next year, we need to develop survey questions that capture higher levels of engagement for students. For some of the factors, we don't have enough survey questions and therefore need to create more. Our goal for today is to explore focus group responses to questions about each factor and create survey questions that capture higher levels of engagement and additional aspects of each factor. We are not discussing factor 3 (barriers) and factor 5 (supports).

	• We are not discussing factor 3 because we didn't learn anything new, and it worked well.
	• We are not discussing factor 5 because we learned we need to start over on this one, and we didn't think we had time today.
	
	For the next 30 minutes, we will break into small groups and:
	
	• Each small group reviews one factor. Follow your factor handout (Analyze- EXAMPLE Copy of Refining Factor Handout).
	• Review and discuss focus group responses about higher levels of student engagement, ideas to more "fully" capture the factor, and possible reasons why students responded to the survey questions differently.
	• Draft new questions and/or rephrase existing questions to improve the factor so that items:
	  ○ Are more difficult for students to agree to (higher levels of "good feelings"). *Note: look at the item-person map on the handout to guide this question*.
	  ○ More "fully" capture the factor (i.e., is there anything missing?)
	  ○ Operate similarly across students. *Note: look at the differential item functioning section on the handout to guide this question*.
	
	Small Group Assignments:
	
	• Factor #: [names]
	• Factor #: [names]
	• Factor #: [names]

5 minutes	**Break** • Stretch, go to the bathroom, grab more snacks.
30 minutes	**Updating the Survey Questions Activity, Part 2** *Facilitated by:* Sammy Holquist *Timekeeper:* Alyssa Scott For the next 30 minutes, we will: • Each small group reviews one of the remaining factors. Follow your factor handout (Analyze- EXAMPLE Copy of Refining Factor Handout).

	• Review and discuss focus group responses about higher levels of student engagement, ideas to more "fully" capture the factor, and possible reasons why students responded to the survey questions differently.
	• Draft new questions and/or rephrase existing questions to improve the factor so that items:
	  ○ Are more difficult for students to agree to (higher levels of "good feelings"). *Note: look at the item-person map on the handout to guide this question*.
	  ○ More "fully" capture the factor (i.e., is there anything missing?)
	  ○ Operate similarly across students. *Note: look at the differential item functioning section on the handout to guide this question*.
	
	Same small group assignments.

15 minutes	**Lonely Survey Questions Activity**
	Facilitated by: Diane Hsieh
	Timekeeper: Sammy Holquist
	
	10 out of the 70 original survey questions did not load onto a factor. We call them the "lonely" questions.
	The typical thing to do is to remove these lonely questions, because they are not substantially contributing to our understanding of math engagement. However, we do not *have* to remove these 10 lonely questions. We want to discuss them together to determine what to do:
	
	• Why do you think the questions did not load onto a factor (why is it not good enough to be on the survey)?
	• If you think a question is actually very important (that it needs to be on the survey), explain why.
	
	Small Groups Assignments:
	• Group Spongebob: [names]
	  ○ List of lonely items
	• Group Patrick: [names]
	  ○ List of lonely items
	• Group Squidward: [names]
	  ○ List of lonely items

Adapted Measure of Math Engagement

5 minutes	**Closing** *Facilitated by:* Sammy Holquist *Timekeeper*: Alyssa Scott • Happy summer and see you for our next meeting in August. • We will follow up with you this summer on a fun team building activity! • Complete the exit ticket