Stellar Project

- Collaborative that includes Texas State University, San Marcos CISD and IDRA
- Improvement of Science achievement for EL at elementary and middle school
- Components:
  - 1) Strengthening science pedagogical and content knowledge
  - 2) Supporting EL teachers with intensive mentoring and coaching activities
  - 3) Engaging parents and school personnel in constructive dialogue to improve science achievement of EL
Creating Effective Outreach and Support for Parents

- **Training for parent liaisons** – Train the trainer approach
- **Parent leadership training** – IDRA resources
- **Welcome centers at each school**
- **Science Saturdays for students and parents** with Texas State University
- **Helping Your Child Discover Science** - bilingual resource guide K-8

* available from IDRA
Math on the Border

Families Inquiring about the Teaching and Learning of Algebra

Aurelio M. Montemayor, M.Ed., IDRA
## Assumptions

<table>
<thead>
<tr>
<th>Deficit Assumptions</th>
<th>Valuing Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most poor, ELL children won’t master algebra</td>
<td>Parents care about all children learning math</td>
</tr>
<tr>
<td>Parents don’t care</td>
<td>Parents can use actionable data</td>
</tr>
<tr>
<td>Poor families have little to contribute to math education</td>
<td>Schools can learn from families</td>
</tr>
</tbody>
</table>
Intercultural Development Research Association

Actionable Data

http://www.idra.org/ICAMPSU-15905003 - AYP Performance for 2010 - Windows Internet Expl...

In Texas this school is Academically Acceptable for 2010
In 2010 this school did not meet AYP Graduation Rate
Compare to other schools
Comments about this school
Continue for more information

BEXAR COUNTY: EDGEWOOD ISD: MEMORIAL HIGH SCHOOL

Reading

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>African-American</th>
<th>Hispanic</th>
<th>White</th>
<th>LEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>AYP Performance 2010</td>
<td>73%</td>
<td>56%</td>
<td>73%</td>
<td>56%</td>
<td>17%</td>
</tr>
</tbody>
</table>

Population Summary

- Total: 1244
- African-American: 12
- Hispanic: 1217
- White: 17
- Limited English: 102

Questions to think about:

- Has your campus gained "acceptable" or better status as designated by the state's accountability system?
- Have you received yearly updates on the performance of your school?
- Do you feel that this campus has adequately prepared your student to excel and not simply "pass" the test?
- Click to answer or make notes

Parent-Designed Survey

1. My children have high grades in math.
   Mis hijos tienen altas calificaciones en matemáticas.
   Never Nunca  Rarely Raramente  Sometimes A Vezas  Often Seguido  Always Siempre

2. Students are encouraged to ask questions.
   Se les anima a los estudiantes que hagan preguntas.
   Never Nunca  Rarely Raramente  Sometimes A Vezas  Often Seguido  Always Siempre

3. When students don’t understand a concept, different ways are used to teach it.
   Cuando los estudiantes no entienden un concepto, se usan distintas maneras para enseñarlo.
   Never Nunca  Rarely Raramente  Sometimes A Vezas  Often Seguido  Always Siempre
Student Presentations

• Students who were not excelling in math…
• Collected the data…
• Presented findings
  – Noticeable variance between adult and student responses
  – Student interpretation

  “Parents, you think teachers encourage and answer questions and they re-teach in different ways. We students experience it differently”
Conclusions

• Parents can conduct critical inquiry into the teaching and learning of math

• Schools can learn from families about the teaching and learning of math.
IDRA Resources

- Classnotes Podcast
- IDRA Newsletter
- Book: Courage to Connect – A Quality Schools Action Framework™
- Graduation for All email newsletter (bilingual)
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