

Application: 0000000006

Kathryn Procope - kprocope@hu-ms2.org
Balance the Equation, Phase 2

Summary

ID: 0000000006

Last submitted: May 14 2021 03:40 PM (EDT)

Additional Application Questions

Completed - May 3 2021

Additional Application Questions

Submission date:

May 3 2021

Partner District or School:	Howard University Middle School of Mathematics and Science
City:	Washington
State:	District of Columbia

Proposal Title:

Making Algebra Equitable and Extraordinary in Black Girls' lives

Solution Abstract:

Please copy and paste your solution abstract from Section 1 of your Pilot Study Plan.

Our solution is a 21-week Algebra program, delivered daily during one hour block Algebra class, designed to provide Black girls with an inclusive instructional experience that affirms their identities and engages them more deeply in mathematics. The solution is instructional modules, that include warm-ups, practice, assessments, reflections and teacher training, that address Black Girls' interests and concerns including but are not limited to Black Hair, Colorism, race and gender equality. The solution will align to the Illustrative Math Algebra 1 (IM) and will improve mathematics efficacy and engagement through an intersectional focus on Black Girls' experiences, interests, culturally focused issues, and Algebra concepts

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Section 1: Your Work in Phase 1

What product development did you complete in Phase 1?

During Phase 1, we developed 5 days of Algebra 1 instructional activities, through Illustrative Math Algebra (IM) that included Warm-up, notice and wonder instructional routines, practice, reflections (Socratic seminars), and assessments. We developed teacher training. Surveys to gauge solution efficacy for students and teachers were also developed.

Please describe the field testing you conducted in Phase 1.

- **With whom did you field test your solution?**
- **How many students and/or teachers were involved?**
- **Where did you field test?**
- **How many times did you conduct field testing?**
- **Which parts of your solution did you test?**

The solution was field-tested on an Algebra class of 8th-grade girls. There were 6 girls in the class, 3 girls were in-person and 3 virtual. The field test was done at Howard University Middle School of Mathematics and Science. The test was done twice. We conducted the before and after surveys, warm-up, the notice and wonder instructional routines, student practice, and a Socratic Seminar where the girls reflected on an issue that connected to the lesson application. We tested all parts of the solution.

What did you learn from your field tests with students and/or teachers?

We learned that Black girls have felt isolated and ignored in mathematics class. We learned that Black girls want to be heard and have a voice in what they are taught. We learned that when the content is relevant to Black girls' experiences, they are more engaged in the classroom and take an active part in their learning and the girls took the mathematics explorations even further. We learned that teachers that when the girls are engaged in the lesson, the teacher is able to get the girls to explore mathematics more deeply.

What about your solution have you modified as a result of these learnings?

We included additional reflection and empathy interviews. We looked specifically at our target audience and our intended outcomes and realized that conducting the empathy interviews with students will provide a deeper understanding of their experience in math class and their aspirations as math students. The student reflections allow the girls to reflect on their experiences and to discuss how the mathematics that they have learned impacts their community.

Section 2: Your Organization and Partners

We are committed to increasing the presence of Minority-led organizations (MLOs) in our investment portfolio. We believe that organizations that draw on diversity in the leadership and staff structures are well-equipped to serve a U.S. public school population that continues to become more ethnically and racially diverse.

We define MLOs as those that meet one or more of the following criteria:

- *An organizational leader (e.g., Superintendent, Executive Director, President, or Chief Executive Officer) identifying as Black and/or Latino.*
- *An executive leadership team (e.g., center directors, CFO) in which at least 40% of the members identify as Black and/or Latino.*
- *A Board of Directors in which at least 40% of the members identify as Black and/or Latino.*
- *An organization with programmatic staff (i.e., full-time staff members that make programmatic design and implementation decisions) of which at least 40% identify as Black and/or Latino.*

Please share how your organization qualifies as an MLO per this definition.

At the Howard University Middle School of Mathematics and Science, our Head of School is an African American female, the executive leadership team is 100% African American; 99% of our faculty and staff identify as African American and 1% identify as Hispanic. 85% of our school's board of directors identify as African American and 10% identify as Hispanic.

Please list any organizations or partners that you have been/will be working with in the development and testing of your solution.

We will work with the mathematics department in the School of Liberal Arts at Howard University on the development and testing of our solution

Please share how any organizations or partners that you have been/will be working with share any aspects or qualities with the students and communities your solution serves (e.g., shared lived experience, shared place, shared identity).

Our partners at Howard University are uniquely positioned to work with our students because as faculty and staff at a Historically Black College and University (HBCU), they identify with our Black girls through their own life experiences. Our partners at Howard University understand the struggle of being affirmed and recognized and are able to connect with the experiences of our girls.