

FAMILIES AND SCHOOLS THRIVING TOGETHER

# Road Map Project Academic Parent Teacher Teams Initiative Year 2 Evaluation Report

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# About Education Northwest

Founded as a nonprofit corporation in 1966, Education Northwest builds capacity in schools, families, and communities through applied research and development.

*Road Map Project Academic Parent Teacher Teams* is a three-year initiative to support seven schools across two districts—Highline Public Schools and Seattle Public Schools—to develop educator and family capacity for data-driven collaboration focused on improving student academic outcomes. This report describes Year 2 implementation (2020-21) of the pilot.

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# Introduction

The Community Center for Education Results (CCER), in partnership with WestEd and the Stolte Family Foundation, is supporting a pilot of the Academic Parent Teacher Teams (APTT) program in the Road Map Project region.<sup>1</sup> *Road Map Project Academic Parent Teacher Teams* is a three-year initiative that supports seven schools across two school districts—Highline Public Schools (HPS) and Seattle Public Schools (SPS). The goal of the initiative is to develop educator and family capacity for data-driven collaboration focused on improving student academic outcomes.

A cohort of seven elementary schools (four in HPS and three in SPS) participated in the first two years of the pilot (2019–2021) with training and technical assistance from WestEd. Education Northwest is conducting an external evaluation of the pilot. This report describes Year 2 implementation (2020-21) of APTT, associated changes in educator and family confidence and capacity, and lessons learned. The [Year 1 evaluation report](#) is available on the CCER website.

## Description of the APTT model

In the APTT model, teachers facilitate classroom-wide family team meetings and an individual session with each family focused on strengthening foundational grade-level skills through practice at home.

*Family team meetings* include activities that build family connections, introduction of foundational skills and activities to support learning at home, discussion of relevant student data, and setting goals for improvement.

*Individual sessions* allow teachers to connect one-on-one with families to build positive relationships, discuss their personal goals and progress on APTT foundational skills with their child, and model activities.<sup>2</sup>

## Year 2 adaptations due to the pandemic

The original Year 2 implementation plan for the Road Map Project APTT pilot called for WestEd coaches to offer training and technical assistance to APTT school leadership teams and teachers to facilitate three classroom-wide family team meetings as well as one individual session with families each year. Ongoing challenges due to the COVID-19 pandemic resulted in adaptations to APTT implementation and WestEd’s cycle of support during the 2020-21 school year (table 1).

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<sup>1</sup> The Road Map Project region spans seven school districts in south King County, Washington.

<sup>2</sup> See appendix A for an overview of the Road Map Project APTT initiative and a description of the APTT model and services.

**Table 1. Year 2 adaptations to the APTT model and support services by district, 2020-21**

	HPS	SPS
<b>Professional development from WestEd</b>	District-wide summer professional development for new teachers integrated with other professional development topics.  Expanded WestEd support for APTT to include grades 4 and 5.	Selected staff members from pilot schools participated in three virtual trainings.
<b>APTT team meetings with families</b>	One virtual session conducted in fall 2020, with family members and students participating.  Leadership teams collaborated across schools to design session content and materials.  Teachers worked alone or in grade-level teams facilitate session.	Three virtual sessions across the school year with family members and students participating.  Teachers worked alone or in grade-level teams to plan and facilitate the sessions.
<b>Individual meetings with families</b>	Conducted in fall 2020 as part of a district-wide mandate.	Conducted in fall 2020.
<b>Ongoing coaching from WestEd</b>	District-wide, grade-level planning with APTT champions.  Collaboration with district and school leadership to draft template for individual meetings with families.	School-wide teacher planning sessions, leader and teacher debrief sessions, and leadership check-ins before and after each APTT family team meeting.

Note: All activities were virtual, although some schools conducted in-person home visits for individual meetings.

## About this report

In 2019, CCER contracted with Education Northwest to conduct an external evaluation of the Road Map Project APTT initiative. This report provides insight on regional, district, and school efforts to implement a research-based parent engagement model in schools serving students and families from multiple language and cultural backgrounds.

The evaluation focused on four questions:

1. How do educators and families describe family-school relationships during the 2020-21 school year?<sup>3</sup>
2. What evidence is there of changes in school culture and capacity for family-school partnerships?
3. To what degree are schools implementing the APTT model as intended, and what factors support implementation and scaling?

<sup>3</sup> New question added in Year 2 at the request of partners to understand how schools and families perceive their interactions during the unique context of the pandemic.

#### 4. How is implementation of the APTT model associated with student learning?

Chapter 1 presents findings for Highline Public Schools, chapter 2 presents findings for Seattle Public Schools, and chapter 3 summarizes lessons learned across the pilot project about support for continuous learning.

### Data sources

At the end of 2021, Education Northwest evaluators gathered information from educators and families regarding their experiences of partnership during the 2020-21 school year, progress in developing capacity for family-school partnership and implementation of APTT, and lessons learned. The findings in this report are based on the analysis of five data sources across seven schools (table 2).

**Table 2. Year 2 data sources for the Road Map Project APTT initiative evaluation**

Source	Year 2 total participants	Highline Public Schools participants and schools	Seattle Public Schools participants and schools
Teacher survey	96	49 (4 schools)	47 (3 schools)
Teacher focus group	3	3 (1 school)	0 <sup>4</sup>
Leadership team <sup>5</sup> survey	13	7 (4 schools)	6 (3 schools)
Leadership team group interview	12	8 (4 schools)	4 (2 schools)
Family focus group	18	17 (4 schools)	1 (1 school)

The evaluation team also reviewed WestEd APTT services documentation and APTT training materials. See appendix C for the evaluation and methodology behind these analyses.

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<sup>4</sup> SPS chose not to offer teacher focus groups for Year 2 due to the demands of the pandemic.

<sup>5</sup> Throughout this report we use “leaders” in reference to APTT school leadership teams. These teams can include a wide range of school staff members, such as administrators, teachers, instructional coaches, and paraprofessionals.

## Summary: Cross-District Themes



### Family-school relationships during the 2020-21 school year

Remote learning created an increased sense of urgency and possibility for family-school partnerships to support student learning, surfacing new ideas for APTT and family engagement more generally.



### Overall culture and capacity for partnership

Educators commonly reported positive changes in beliefs and values related to family engagement, especially in confidence in recognizing and prioritizing family perspectives. They also reported increased confidence in using a variety of strategies to build authentic partnerships with families and less confidence in skills related to cultivating family capacity and networks.



### APTT implementation and capacity building

Year 2 family team meetings varied within and across schools, with more collaboration and less use of data. School leadership teams increased their cultural and structural support for APTT implementation, with teachers reporting increased confidence with many APTT implementation skills. Highline Public Schools families identified multiple ways that APTT supported family-school partnership, especially in terms of understanding data on their child's progress and learning activities they can use to practice foundational skills at home.



### Support for continuous learning

Educators generally felt supported by WestEd and their district staff in implementing APTT. Teachers identified WestEd's planning sessions and coaching as most useful to them, and they requested more cross-school collaboration and logistical support from their district. Schools made progress with engagement and capacity building, but questions remained around how to address challenges related to time, flexibility, and family participation.

## Implications and considerations for Year 3

Below we summarize key implications and considerations for continued work based on the findings of this report and recommendations from educators and family members who participated in the evaluation.

### **Enhance family participation in team meetings**

- Support schools to increase personalized outreach to families, working in collaboration with family and community leaders to clearly communicate the value of APTT for students.
- Track APTT participation to ensure all families in the schools have access to meetings and increase the partnership's understanding of who is being reached by this opportunity.
- Engage families in designing culturally relevant activities that use materials commonly found in the home.

### **Share lessons learned around planning and facilitating team meetings**

- Create opportunities for leaders and educators across schools to co-plan and share activities and resources.
- Continue to use successful practices from Year 2 to make meetings more accessible, such as offering online options and creating videos showing how to do the activities.

### **Cultivate teacher capacity for the most challenging APTT practices**

- Provide tools, templates, interactive learning, and coaching opportunities for teachers to increase their confidence in discussing classroom-level data with families and in building family capacity and networks.

# Chapter 1. Highline Public Schools

## Overview

Highline Public Schools (HPS) joined the *Road Map Project Academic Parent Teacher Teams (APTT)* initiative to strengthen family engagement across the district. APTT is aligned with the district’s theory of action for family engagement, to “develop the capacity of school and district staff around family engagement best practices and honor the expertise of families while providing them with critical information about school systems and schools” (personal communication with district leadership, November 20, 2020). While several schools in the district had already implemented versions of APTT, this was an opportunity for the district to create a more unified system of support, starting with four pilot schools: Bow Lake, Hilltop, McMicken, and Mount View.

**Table 3. Highline Public School family engagement systemic supports**

Role	Supports
Director of family and community partnerships	Works with CCER, WestEd, and Education Northwest to implement and evaluate APTT across all pilot schools. The director also coordinates the work of family engagement specialists, with support from the chief engagement and partnership officer.
Family engagement specialists—four district staff members for elementary schools	Directly support pilot schools around strategies for APTT, such as engaging families and coordinating meeting logistics.
School administration and APTT champions	Implement APTT within pilot schools, support APTT teachers, and coordinate with district leadership and WestEd for implementation.

In Year 2, HPS pilot schools continued to build capacity to implement effective family engagement practices and strategies. At the beginning of the 2020-21 school year, the four pilot elementary schools expanded APTT implementation to include grades 4 and 5 with the intention of implementing three family team meetings, as specified by the APTT model. However, challenges related to the ongoing global pandemic and the transition to hybrid learning led pilot schools and district staff members to modify the APTT model in Year 2. In partnership with WestEd, the schools created a framework aligned with APTT best practices for use in individual family connections meetings mandated by the district in fall 2020.

## Summary of Year 2 findings for Highline Public Schools

 <p><b>Family-school relationships</b></p>	<p><b>Remote learning created an increased sense of urgency and opportunity for family-school partnerships to support student learning.</b></p> <ul style="list-style-type: none"> <li>• Educators and families needed to collaborate in new ways to support remote and hybrid learning during the 2020-21 school year</li> <li>• Families in all four schools reported that school staff were generally accessible via multiple platforms, primarily for technical and logistical support for remote learning</li> <li>• Many educators expressed hope that remote learning, while challenging, surfaced some new possibilities for family-school relationships</li> <li>• Teacher transitions and technological and language barriers posed challenges to connecting</li> </ul>
 <p><b>Overall culture and capacity for partnership</b></p>	<p><b>Educators reported positive changes in beliefs and values related to family engagement.</b></p> <ul style="list-style-type: none"> <li>• Educator confidence in prioritizing and recognizing family perspectives increased considerably</li> <li>• Teacher attitudes and beliefs toward families began to shift</li> </ul> <p><b>Educators reported increased confidence in strategies to build authentic partnerships.</b></p> <ul style="list-style-type: none"> <li>• Most leaders and teachers expressed a high degree of confidence in their capacity to communicate and connect with families, with considerable increases in Year 2</li> <li>• Educators reported increased confidence in skills related to individual family outreach—interactions that were often prioritized during the pandemic</li> <li>• Educators were least confident in strategies to build family capacity, but there was a large increase in teacher confidence to engage families in decision making</li> </ul>
 <p><b>APTT implementation and capacity building</b></p>	<p><b>HPS modified many aspects of APTT in Year 2, resulting in both opportunities and challenges.</b></p> <ul style="list-style-type: none"> <li>• Teachers used a common protocol and set of materials, collaboratively designed across the district, to facilitate one team meeting and one individual meeting with each family</li> <li>• Leaders appreciated new opportunities for cross-school planning and collaboration</li> <li>• Families, teachers, and leaders all identified online APTT meetings as potentially more accessible and inclusive for families</li> <li>• Implementation varied within and across schools, particularly around the use of data</li> </ul> <p><b>School-level leadership teams increased their cultural and structural support for APTT implementation.</b></p> <ul style="list-style-type: none"> <li>• Most teachers reported that they were well supported by their APTT school leadership team</li> <li>• Most teachers and leaders agreed that there was stronger cultural support for APTT at their schools in Year 2, although teachers suggested there was room to improve communication</li> <li>• Leaders showed increased confidence in their ability to model best practices but would benefit from continued support for guiding continuous learning and improvement</li> </ul> <p><b>Teachers reported increased confidence in all APTT implementation skills.</b></p> <ul style="list-style-type: none"> <li>• Teacher confidence in explaining academic concepts and engaging families in activities and discussions to improve student learning increased considerably in Year 2</li> <li>• Teachers were least confident in their ability to connect families with each other</li> </ul> <p><b>Families identified multiple ways that APTT supports family-school partnerships.</b></p> <ul style="list-style-type: none"> <li>• Families appreciated hearing about the specific skills their child was working on at school and related strategies for how they could support learning at home</li> <li>• Families valued seeing their child’s progress in relation to other students and setting goals for improvement</li> <li>• APTT provided opportunities for families to connect with educators and other families</li> </ul>



## Reflections on family-school relationships during the 2020-21 school year

This section discusses how families and educators perceived their relationships overall during the second year of the APTT pilot, which was significantly impacted by the COVID-19 pandemic.

### Remote learning created an increased sense of urgency and possibility for family-school partnerships to support student learning.

#### Educators and families needed to collaborate in new ways to support remote and hybrid learning during the 2020-21 school year.

In interviews, school leadership team members noted that partnership with families was “essential” in the context of remote and hybrid learning. Teachers needed to work with families to reach students in their homes—a “positive challenge” that prompted more teachers to prioritize family engagement.

*“Because teachers had to be reliant on partnering with families, we did it. We really had to create space and time [for partnership].”*

HPS school leader

Over the course of the year, school leaders endeavored to strengthen the capacity of families and school staff members to engage in “two-way partnership” to support learning in the home. They encouraged educators to communicate and connect with every family, often starting with technology support (e.g., accessing Zoom and the Seesaw classroom app) before moving into more substantive issues of student learning and well-being. A few leaders noted that the quality of family-school partnership felt more “intentional” this year.

#### Families in all four pilot schools reported that school staff members were generally accessible, especially for technical and logistical support for remote learning.

Families and educators highlighted the following examples of positive family-school partnership during the 2020-21 school year:

- Some families described *personalized support* to help students with specific needs related to learning or well-being, such as screening for reading challenges and mental health counseling
- Both families and educators reported that having staff members who were able to *speak their home language* and *communicate in multiple formats* (e.g., text, email, instant messages) significantly helped with communication and engagement
- Both families and educators reported that *online tools* such as Seesaw helped families support learning at home because they now “know what’s expected with assignments.”

**Many educators expressed hope that remote learning, while challenging, surfaced some new possibilities for family-school relationships.**

All leadership teams observed in interviews that remote learning had made it easier for schools and families to connect more often through “little interactions” via Zoom and text. Some teachers suggested that being online had facilitated use of Language Line for translation and interpretation and that the Seesaw classroom app had encouraged more interaction between teachers and families.

*“It's been super challenging, but I didn't feel alone in the academic process, knowing that I could communicate with the teachers and come up with a solution.”*

**HPS family member**

Educators said individual family connection meetings and home visits were well-received relationship-building practices that they would like to continue. Saying that this year families and teachers were “true partners”, many leaders expressed a desire to “weave” in some of these strategies in the future to maintain a high level of family-school partnership with the return to in-person learning.

**Teacher transitions and technological and language barriers posed a challenge to connecting.**

Families and educators, in interviews and focus groups, described teacher transitions over the year as a barrier for some classrooms. Leadership team members noted in interviews that due to the pandemic and transition from remote to hybrid learning, some teachers taught different cohorts of students over the course of the year. Families said these staff transitions discouraged sustained family-school partnership because they were unsure who to contact when they had a question.

*“For me it was difficult to communicate with the teacher because they were like, changing ... there were two substitutes.”*

*Right now [at the end of the school year] I don't see the point of doing it.”*

**HPS family member**

A few educators and families described technological challenges, such as limited or unstable internet access, as a barrier to partnership. A couple of families called attention to a need for school-level staff members who speak their home language so that they can resolve issues or questions related to their child directly with the school level rather than having to contact a district staff person to help with interpretation.



## Progress in building overall school culture and capacity for authentic family-school partnership

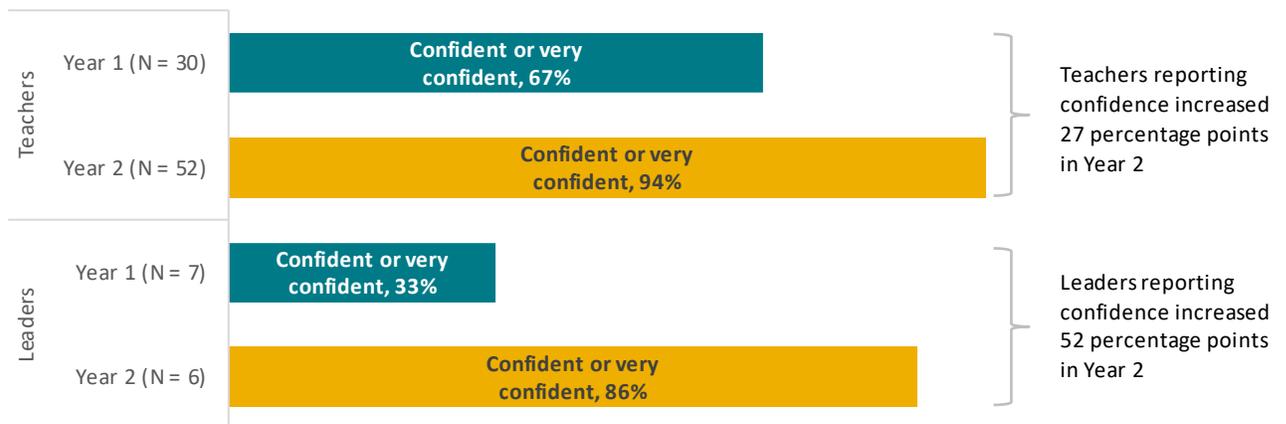
Next, we discuss the overall progress of HPS pilot schools in developing school culture and capacity for authentic family-school partnership. This includes changes in educator beliefs, values, and confidence related to the use of foundational family engagement best practices.

In Year 2, leadership team members reported increased confidence to build teacher and family capacity for partnership, while teachers reported increased confidence in implementing strategies that promote authentic partnerships. We focus our discussion on areas with increases of 10 points or more in the percentage of educators reporting confidence compared with Year 1. Complete survey results are available in appendix D.

### Educators reported positive changes in beliefs and values related to family engagement.

**Educator confidence in prioritizing and recognizing family perspectives increased considerably from Year 1.**

**Figure 1. Growth in HPS educator confidence to prioritize family values and concerns, 2019–2021**



Source: Education Northwest analysis of 2021 APTT leader and teacher survey data.

There was also considerable growth in teacher confidence in recognizing family funds of knowledge as a resource for learning, with 92 percent of teachers reporting confidence in this area, which was 34 percentage points higher than Year 1. Additionally, 88 percent of teachers in the survey expressed confidence in broadening families’ beliefs about their role in their child’s education, an increase of 33 percentage points over Year 1.

In the open-ended responses, interviews, and focus groups, educators recognized that families were motivated to support their children’s learning at home. Many suggested that observing classroom practices in action via Zoom empowered some families to see themselves as “co-teachers” who actively supported learning at home. Two school leadership teams specifically discussed working with staff members to shift their mindsets— from a focus on crisis and loss to a consideration of how every family can offer resources for learning at home. At least one school conducted a poll of families to identify topics of interest to them, such as SEL and racial equity, which they then explored in events during the year.

*“One of our goals is to help empower them [families] to see themselves as an active participant in their child’s education.*

*Because, after all, they are their child’s first teacher.”*

**HPS teacher**

### **Teacher attitudes and beliefs toward families began to shift.**

Overall, APTT leaders observed that teachers in their schools began to shift from a deficit- to an asset-based lens when looking at families, and that families were increasingly asking questions, advocating for their children, and “demanding” progress data. They suggested that the demand for data from families challenged a common assumption among teachers that families would be uncomfortable discussing data about their child’s progress, especially in a group context.

## **Educators reported increased confidence in using strategies to build authentic partnerships with families.**

### **Most APTT leaders and teachers expressed a high degree of confidence in their capacities to communicate and connect with families, with considerable increases since Year 1.**

By the end of Year 2, all leadership team members reported confidence in their capacity to help teachers communicate and build respectful and trusting relationships with families, a 33 percent increase since Year 1. Similarly, all teachers expressed confidence in their capacity to communicate with families to build respectful and trusting relationships (an increase of 23 percentage points), with 90 percent of teachers confident in their ability to promote two-way partnerships with families (an increase of 26 percentage points).

As noted above, in focus groups most families reported that communication with school staff members went well and expressed appreciation for the frequent contact, proactive communication, and multiple options (e.g., text, email) for keeping in touch.

**Educators reported steadily increasing confidence in skills related to individual family outreach—interactions that were often prioritized during the pandemic.**

A growing number of educators, especially school leaders, reported confidence in schools’ capacity to connect individual families to community agencies and services. In Year 2, 71 percent of school leaders reported confidence in their school’s capacity in this area, 55 percentage points higher than in Year 1.

*“Whenever I send a text, any message ... the teacher, they would respond to me right away. I just really appreciated all their support.”*

**HPS family**

While teachers showed increased confidence in their ability to organize both individual and group meetings, survey results showed they were less confident in their ability to plan and facilitate group events. Eighty-three percent of teachers reported feeling confident in this area. This aligns with observations from leadership teams that teachers appear to be less confident facilitating events with groups of adults as opposed to teaching groups of children.

**Educators were least confident in strategies to build family capacity, but there was a large increase in teacher confidence to engage families in decision making**

Just over three-quarters of teachers reported that they were confident in providing opportunities for parents to build their capacity and leadership. However, fewer educators—57 percent of leaders and 67 percent of teachers, respectively—reported confidence in cultivating parent-to-parent relationships and networks.

*“I think that this school has done a really good job of trying to communicate the best that they can ...*

*I feel that they tried to really communicate things in a lot of different ways for parents.”*

**HPS family**

Some participants noted that the facilitation of APTT meetings on Zoom limited opportunities for parent-to-parent connections as students were often participating in the meetings alongside their parents. Additionally, slightly more than half of leaders reported confidence in developing staff learning communities on family engagement, although this represents an increase of 24 percentage points over Year 1.

**Figure 2. Growth in HPS educator confidence to engage families in decision making, 2019–2021**



Source: Education Northwest analysis of 2021 APTT leader and teacher survey data.

While 83 percent of teachers felt confident collaborating with families on important decisions (up 39 percentage points), only 57 percent of leaders said they were confident in their capacity to support teachers and families in this process (figure 2). In interviews, leaders noted that family-school partnerships in Year 2 often focused on logistics (e.g., technology access) rather than on learning content. Some also suggested that the pandemic posed challenges to engaging families in organizational decision making, as families were unable to attend meetings in person.



## APTT implementation during the 2020-21 school year

In this section we discuss Year 2 APTT implementation activities and progress in building capacity for APTT in HPS pilot schools.

### **HPS modified many aspects of APTT in Year 2, resulting in both opportunities and challenges.**

**Teachers used a common protocol and set of materials, collaboratively designed across the district, to facilitate one team meeting and one individual meeting with each family.**

In discussing the rationale for these modifications, school and district leaders primarily cited concerns related to teacher confidence and capacity during remote and hybrid learning. They also described structural challenges caused by the pandemic, such as teachers having multiple cohorts of students over the course of the year, the need to plan for online facilitation, and lack of available data.

Leaders worked closely with WestEd to align APTT implementation activities with district expectations for a fall open house and individual meetings with families. Leaders suggested that the decision to reduce the scope and number of family team meetings helped teachers be more receptive to APTT rather than seeing the program as an “additional burden.”

Both teachers and leaders said that the infusion of APTT principles into the individual family connection meetings before the start of the school year was valuable for building authentic relationships, setting shared goals, and encouraging families to participate in APTT team meetings.

*“The reason that we canceled is counterintuitively because I wanted to protect the APTT team. I don’t want it to be an additional burden that stresses staff members more and kills staff culture...I want it to be something that is joyful and positive.”*

**HPS leader**

Key changes in Year 2 implementation include:

- In fall 2020, HPS schools facilitated one online APTT family team meeting, in fulfillment of a districtwide requirement to offer an open house event, and cancelled the two remaining sessions.
- Teachers adapted a common set of materials developed for each grade by school leadership team members instead of developing their own materials. The school leadership teams chose the standards and skills and developed the games, slides, and videos for teachers to use.
- Some teachers chose to collaborate in school- and grade-level teams to co-plan and co-facilitate family team meetings rather than working independently with just their own class.

- Teachers also used a common protocol developed by WestEd to incorporate APTT principles into individual meetings conducted with each family at the start of the school year. The funds from the grant enabled them to hold longer family meetings than the district required.
- Since professional development time was limited during the pandemic due to bargaining and a lack of substitute teachers, WestEd offered voluntary grade-band planning meetings across schools instead of required school-level meetings. WestEd also collaborated with district staff members to integrate APTT with other district family engagement training opportunities, which helped to expose more teachers across the district to APTT principles and practices.

**Leaders appreciated new opportunities for cross-school planning and collaboration.**

School and district leaders reported that they appreciated the chance to decide collectively whether and how to facilitate APTT team meetings. In interviews, they said that the process of cross-school collaboration generated a sense of “collective efficacy” and “ownership” among the schools and established a consistent set of expectations for teachers about hours available for planning and support from substitute teachers. “Streamlined” planning reduced the burden on individual teachers and addressed some of the logistical challenges schools experienced in Year 1.

Families, teachers, and leaders all identified online APTT meetings as potentially more accessible and inclusive for families.

For in-person APTT meetings, schools provide on-site childcare for students while their parents participate in APTT meetings. Educators said remote learning had created opportunities for more meaningful parent-child connections and “making memories” as they learned how to play the APTT games together during the on-line meetings. Several families also expressed appreciation for that time learning alongside their child during the on-line meetings. However, some educators noted the loss of opportunities for parent-to-parent connections that typically occurred during the in-person meetings while their children were in childcare. Educators and families at two schools also reported barriers to engaging families who speak languages other than English, including both teacher and family access to and comfort with technology.

**Implementation varied within and across schools, particularly around the use of data.**

*Use of data was optional for teachers.* With the disruption in testing due to the pandemic, the challenges of sharing individual data in an online group context, and the timing of the meeting early in the school year, educators and families reported limited use of data in the APTT sessions facilitated in Year 2.

*APTT family meeting facilitation varied.* In many schools, teachers had the option to work alone or in grade-level teams to plan and facilitate APTT family team meetings. They could also adapt the materials or use their own. As a result, some families only met with the teachers and families associated with their child’s class, while others interacted with a wider variety of teachers and families.

## School-level leadership teams increased their cultural and structural support for APTT implementation.

**Most teachers reported that they were well supported by their APTT school leadership team.** More than 90 percent of the teachers agreed that they received adequate support for APTT implementation from teacher leaders and school administrators, representing increases—21 and 15 percentage points, respectively—from Year 1. Teachers and leaders agreed that Year 2 brought increased clarity in staff roles. Teachers also reported more consistent and protected time for staff to prepare for APTT meetings, with 78 percent of teachers reporting that they had adequate planning time, a moderate increase over Year 1. Leadership team members often discussed their role in managing the structural aspects of implementation, such as organizing the family night sessions and preparing materials.

**Most teachers and leadership team members agreed that there was stronger cultural support for APTT at their schools in Year 2, although teachers suggested that there was room to improve communication.**

In interviews, leaders described their role in setting out a vision for APTT as a resource for improving student learning. They reported finding that teachers were more engaged and invested in APTT in Year 2 with a stronger sense of “shared expectation.”

*“When we went to plan with the other [HPS pilot school] teams, our teachers all show[ed] up ... It's part of the shared expectation. It's not necessarily a top-down kind of, “We're doing this.” It's an agreed upon action that we're doing. The teachers showed up to help plan. The teachers are vested in the idea.”*

HPS leader

Almost all teachers and leaders reported that family engagement was a core value of their school. Building on this foundation, 71 percent of leaders reported confidence in creating a school culture that supports APTT, a large increase from Year 1 (figure 3). Teachers concurred, with 88 percent reporting that the school culture supported APTT—23 percentage points higher than Year 1.

**Figure 3. Growth in creating school culture that supports APTT in HPS, 2019–2021**



Source: Education Northwest analysis of 2021 APTT leader and teacher survey data.

While more than 80 percent of teachers reported that their school staff members understood the yearlong APTT implementation plan and process well, this represented a slight decline from Year 1.

**Leaders showed increased confidence in their ability to model best practices but would benefit from continued support for guiding continuous learning and improvement.**

A much higher percentage of leaders reported feeling confident in their capacity to model overall best practices—86 percent compared with 50 percent in Year 1. However, just over half of the leaders said they are confident about providing teachers with implementation feedback.

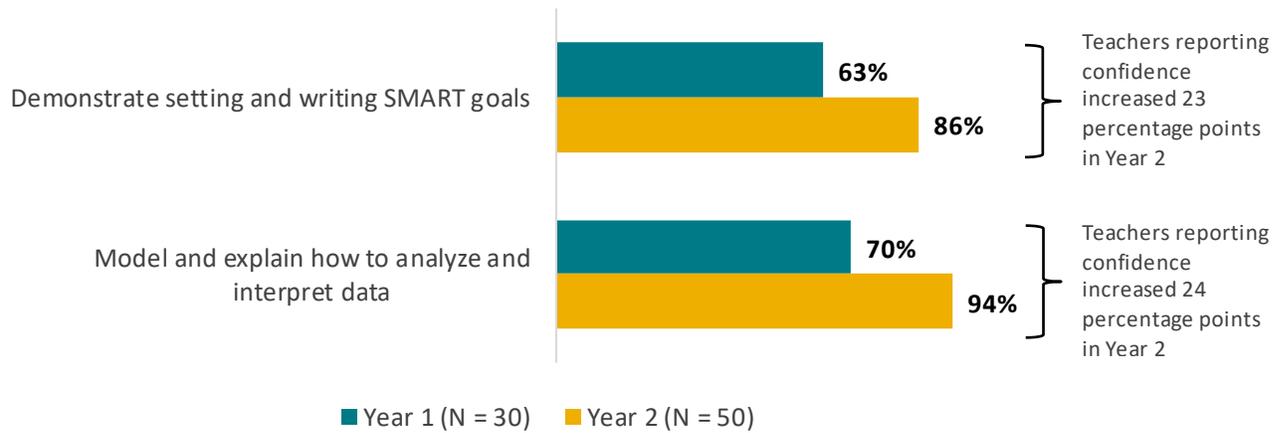
**Teachers reported increased confidence in all APTT implementation skills.**

In focus groups, leaders proposed that teachers were “learning the system” of APTT processes and increasing their confidence in facilitating APTT activities such as setting goals with families. This was reflected in teacher survey results, where at least 80 percent of teachers reported confidence in their APTT skills, except those related to family-to-family connections.

**Teacher confidence in explaining academic concepts and engaging families in activities and discussions to improve student learning increased considerably in Year 2.**

The largest gains in reported teacher confidence compared with Year 1 were in working with families to analyze and interpret data (94 percent; 24 percentage points higher) and in facilitating discussions around rigor and achievable goals, including setting SMART goals (both at 86 percent; 23 percentage points higher; figure 4).

**Figure 4. Growth in HPS teacher confidence in collaborating with families on goals and data, 2019–2021**



Source: Education Northwest analysis of 2021 APTT leader and teacher survey data.

While these gains in teacher confidence are promising, several leadership teams suggested that there is a need to further enhance teacher comfort and capacity in discussing data with families and developing SMART goals.

**Teachers were least confident in their ability to connect families with each other.**

While only 68 percent of teachers reported feeling confident in their ability to create opportunities for families to build relationships with each other during team meetings, this was 15 percentage points higher than in Year 1. At 78 percent, fewer teachers in Year 2 reported confidence in engaging families in team building. In focus groups, educators described this as an area in which teachers experienced some “growing pains” as they learned how to facilitate groups of adults and center family experiences.

*“It’s great because [APTT is] a school-wide expectation. So, we all know that it’s expected of us to grow relationships with our families. We’re teaching common standards.*

*I think that’s been a useful support, seeing us grow as not only teachers but as presenters of knowledge. That’s been a challenge for me. I guess I’ve seen my professional growth through that lens as well, and I’m sure some other teachers have.”*

**HPS teacher**

## Families identified multiple ways that APTT supports family-school partnership.

### Families said they appreciated hearing about the specific skills their child was working on at school and related strategies for supporting learning at home.

In focus groups, families commonly said that APTT family nights provided useful information about skills their children were working on at school and ideas for how they could reinforce those skills at home. They said they liked how teachers walked through learning games they could play with their children, as that gave them a better understanding of the teacher's teaching style as well as information about new approaches to teaching foundational math skills.

Families reported that they regularly played APTT games with their children at home and in the car. A couple of families suggested that APTT helped motivate their child due to increased parent interest and involvement with schooling.

*"It was special to also have [child] part of that meeting, so we could experience it together and play the games during dinner time or when we were driving. Some of the games that they taught us in the kindergarten APTT event we still use, so I thought it was a really cool experience.*

*And I especially loved the data, just making sure I know where he's at and what can he work to."*

HPS family

### Families valued seeing their individual child's progress in relation to other students and setting goals for improvement.

Families noted that they experienced challenges following their children's academic progress prior to APTT and found the data and goal-setting portions of the sessions especially helpful. Several families expressed appreciation for how APTT enabled them to see their child's progress in relation to other students and set goals for improvement. They said that seeing where other students were gave them an understanding of how they could help their own child progress in their learning and skill development.

*"My student with an IEP is behind their peers in learning in some areas. And APTT allows me to see where their peers are and give me ideas for introducing new information."*

HPS family

Leadership team members observed that families were increasingly requesting data and information about their child's progress.

### APTT helped families to strengthen connections with educators and other families.

Families and educators both said that APTT was helpful in providing more "face-to-face" touch points about how they could come together as a "team" to improve student learning and outcomes. In the focus groups, families often described reaching out to educators for additional resources, activities, and

support for their children. Similarly, educators observed that families appeared to be more confident asking questions and using academic language in their interactions with teachers.

Many families expressed a strong interest in getting to know other families in their school. They suggested that APTT provided a new way for them to connect with other families by practicing the games together, discussing their goals for their children, and sharing their struggles and strategies. While some families met new families through APTT, others reported that they typically spoke with families they already knew through their social and cultural networks.

*“With [Common Core Standards], there were many changes to the way in which we teach different subject areas, and many families struggled to help at home because it was different than how they learned.*

*Having these [APTT] meetings helped bridge those unknown gaps, while building and deepening connections with families that may not have been involved otherwise.”*

HPS teacher

*“I liked [APTT] a lot because it gave me the opportunity to get to know the other parents ... and to share strategies ... I tried other things that the other parents were doing.*

*The math wasn't like how it was taught to me when I was young ... So, when the teachers ... explained to us, the parents, how it was they were doing it, then I had more knowledge of how I could help him.”*

HPS family

# Chapter 2. Seattle Public Schools

## Overview

Seattle Public Schools (SPS) joined the *Road Map Project Academic Parent Teacher Teams* (APTT) initiative to identify and strengthen family engagement strategies that could be used for increasing academic growth and improving access for all families. The district selected pilot schools (Bow Lake, Rising Star, and South Shore<sup>6</sup>) to implement APTT in alignment with its strategic plan, which mandates that every SPS student receives “a high-quality, world-class education and graduates prepared for college, career, and community” with a targeted and differentiated effort to improve outcomes for African American male students.

**Table 4. Seattle Public School family engagement systemic supports for APTT**

Role	Supports
Family partnerships manager <sup>7</sup>	<p>Leads the Family Partnerships department, which supports districts and schools to effectively build strong family partnerships and advocates to improve student success and school culture. The manager is supported by the director of stakeholder engagement.</p> <p>The manager works with CCER, WestEd, and Education Northwest to implement and evaluate APTT across all pilot schools by attending trainings and APTT meetings and by “mediating” relationships between SPS and partners.</p> <p>The manager directly supports pilot schools by supporting and coaching staff members in effective family engagement strategies.</p>
School-based family connectors	<p>Serve as “cultural navigators,” alongside literacy coaches at SPS priority schools including the APTT pilot schools. The family connectors are volunteers.</p>
School administration and APTT champions	<p>Implement APTT within pilot schools, support APTT teachers, and coordinate with district leadership and WestEd for implementation.</p>

In Year 2, SPS pilot schools continued to build capacity to implement effective family engagement practices and strategies. During the 2020-21 school year, the three pilot elementary schools expanded APTT implementation from grades K–3 to grades 4 and 5 and implemented the full APTT model.

<sup>6</sup> South Shore will not participate in the third year of the pilot.

<sup>7</sup> This role is currently in transition in Year 2.

# Summary of Year 2 findings for Seattle Public Schools

 <p><b>Family-school relationships</b></p>	<p><b>Remote learning created an increased sense of urgency and possibility for family-school partnerships to support student learning.</b></p> <ul style="list-style-type: none"> <li>• During the 2020-21 school year, educators and families needed to collaborate in new ways to support remote and hybrid learning</li> <li>• Educators described multiple ways remote learning supported family-school partnerships</li> </ul>
 <p><b>Overall culture and capacity for partnership</b></p>	<p><b>Educators reported positive changes in beliefs and values related to family engagement.</b></p> <ul style="list-style-type: none"> <li>• Educator confidence in recognizing and prioritizing family perspectives increased considerably in Year 2, especially among teachers</li> <li>• Leaders were hopeful that more staff members were shifting their mindset to see the importance of sharing data with families and encouraging families to ask questions</li> </ul> <p><b>Educators reported confidence in using a variety of strategies to build authentic partnerships with families, especially strategies closest to the classroom.</b></p> <ul style="list-style-type: none"> <li>• In Year 2, the largest increases in teacher confidence were related to organizing events and building family capacity</li> <li>• There is room to improve confidence in developing parent networks, as only about half of educators reported confidence in this area</li> </ul>
 <p><b>APTT implementation and capacity building</b></p>	<p><b>During Year 2, schools implemented APTT activities as planned, with some variation within and across schools due to the pandemic.</b></p> <ul style="list-style-type: none"> <li>• SPS offered teachers more flexibility in APTT implementation in Year 2</li> <li>• Educators identified several bright spots related to adaptations to an online context</li> <li>• Educators also reported challenges with implementation in Year 2</li> </ul> <p><b>School leadership teams increased cultural and structural support for APTT, although time remained a persistent challenge.</b></p> <ul style="list-style-type: none"> <li>• Most teachers reported that they were well supported by their APTT school leadership team</li> <li>• The number of teachers reporting cultural support for APTT and understanding of the plan for their school increased greatly in Year 2</li> </ul> <p><b>There were modest increases in teacher confidence to implement most APTT implementation strategies in Year 2.</b></p> <ul style="list-style-type: none"> <li>• Teachers reported high confidence in explaining academic concepts and learning activities to families and in coaching families to practice these activities</li> <li>• Teachers were least confident in their capacity to build relationships among families although confidence was relatively stable or growing</li> </ul> <p><b>Educators suggested that APTT was well received by families in Year 2.</b></p> <ul style="list-style-type: none"> <li>• Educators observed increases in family engagement, confidence, and capacity</li> </ul>



## Reflections on family-school relationships during the 2020-21 school year

This section discusses how educators described family-school relationships overall during the second year of the APTT pilot and the pandemic.

### **Remote learning created an increased sense of urgency and possibility for family-school partnerships to support student learning.**

**During the 2020-21 school year, educators and families needed to collaborate in new ways to support remote and hybrid learning.**

School leaders suggested that family engagement was a “must” during Year 2 because students were learning from home instead of at school. They said that this was a year when educators went “above and beyond” to respond to the great diversity of at-home learning situations and need. This included going to students’ homes to connect with families who were not able to connect electronically or who moved out of the district. One school was able to braid together resources from multiple funding streams to hire additional family support staff to support the holistic needs of students and their families.

*“This year I would say family engagement would probably really stand out that is a must and a need because the kids are at home and ... meeting whoever they're with at home is very important. We couldn't have done it without them.”*

SPS leader

Leaders described efforts to promote two-way partnerships and build family capacity to partner with schools and support learning at home. They suggested that family-school contact began with support for technology and basic needs before expanding to focus on support for student learning. One leader proposed that by focusing on a priority set of foundational skills, APTT helped to create space for families and teachers to move from “treading water” to having deeper discussions about student academic learning that were “missing” from other interactions during remote and hybrid learning.

**Educators described multiple ways remote learning supported family-school partnership.**

Educators proposed that being in the home via Zoom increased opportunities for families and teachers to get to know each other better, “deepening the relationship” as they got to see students’ homes and meet other family members. They also suggested that families increased their understanding of what happens in the classroom by seeing it daily on Zoom.

*“I heard from a number of parents: ‘I have such a better understanding about my child's learning. I have such a better understanding of what my teacher expects from my child. I know how to talk to my child in new ways because I've heard how the teacher talks to my child’.”*

SPS leader



## Progress in building overall culture and capacity for authentic family-school partnership

Next, we discuss SPS pilot schools’ overall progress in developing school culture and capacity for authentic family-school partnership. This includes changes in educator beliefs, values, and confidence related to the use of foundational family engagement best practices.

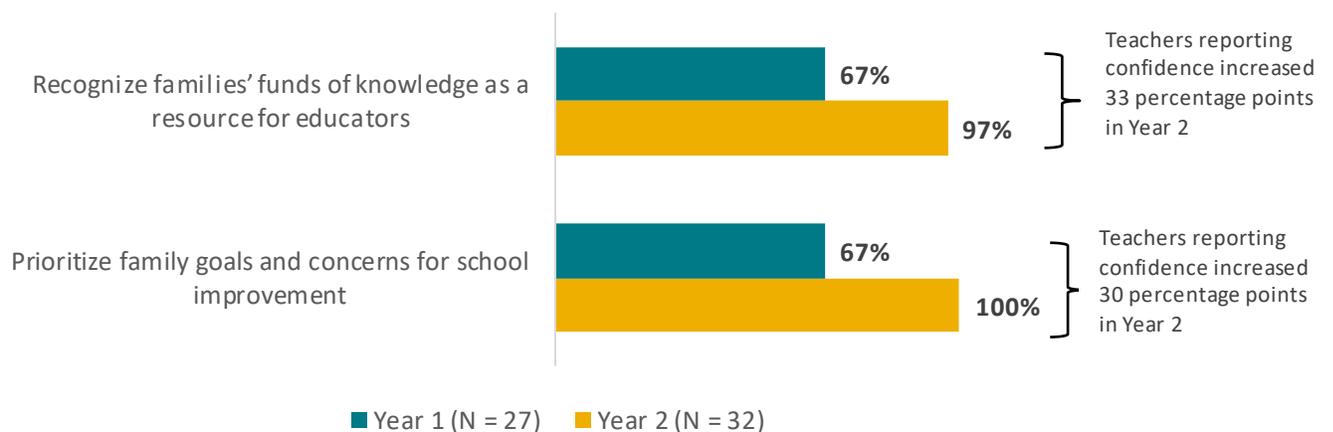
In Year 2, a higher percentage of teachers reported confidence in implementing a variety of strategies that promote authentic school-family partnerships, and leadership team members reported increased confidence in building teacher and family capacity for partnership. We focus our discussion below primarily on areas with increases of 10 percentage points or more in educator confidence compared with Year 1. Complete survey results are available in appendix E.

### Educators reported positive changes in beliefs and values related to family engagement.

#### Educator confidence in recognizing and prioritizing family perspectives increased considerably in Year 2, especially among teachers.

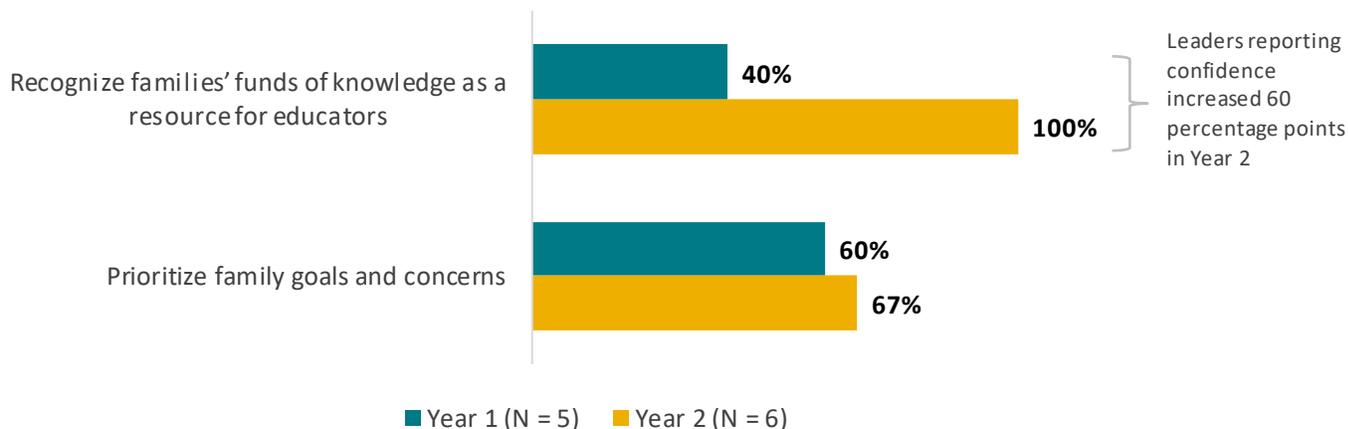
By the end of Year 2, almost all teachers expressed confidence in their capacity to prioritize family goals and concerns for school improvement and recognize families’ funds of knowledge as a resource, an increase of at least 30 percentage points from Year 1 (figure 5). While leaders also reported increased confidence and effort in these areas, results suggest that there is room to grow leaders’ confidence in their capacity to help teachers prioritize family perspectives (figure 6).

**Figure 5. Growth in SPS teacher confidence to recognize and prioritize family perspectives, 2019–2021**



Source: Education Northwest analysis of 2021 APTT leader and teacher survey data.

**Figure 6. Growth in SPS leader confidence to help teachers recognize and prioritize family perspectives, 2019–2021**



Source: Education Northwest analysis of 2021 APTT leader and teacher survey data.

In interviews and in open-ended survey responses, educators spoke of the importance of recognizing families as part of a “community of learners” and listening to what they say about how their children learn best. Leaders highlighted efforts to encourage staff members to develop two-way relationships with families, saying that “relationships are at the core” of helping families to “extend learning at home.”

**Leaders were hopeful that more staff were shifting their mindset to see the importance of sharing data with families and encouraging families to ask questions.**

One leader noted that in their school APTT had “shifted the mindset of teachers who didn’t see data as important.” Teachers began to see the value of collecting and sharing data so they could talk with students and families about working together to support student progress. Leaders suggested that although some teachers were concerned that sharing classroom-level data would make families “feel bad” about their child’s progress, they observed that more families were asking teachers to share data that gave them perspective on their child’s progress relative to their peers.

*“Some teachers were concerned about the graphs and [about] parents seeing a comparison of their child; however, many parents were happy [to see the data] and wanted to know more.”*

**SPS leader**

**Educators reported confidence in using a variety of strategies to build authentic partnerships with families, especially strategies closest to the classroom.**

**In Year 2, the largest increases in teacher confidence were related to organizing events and building family capacity.**

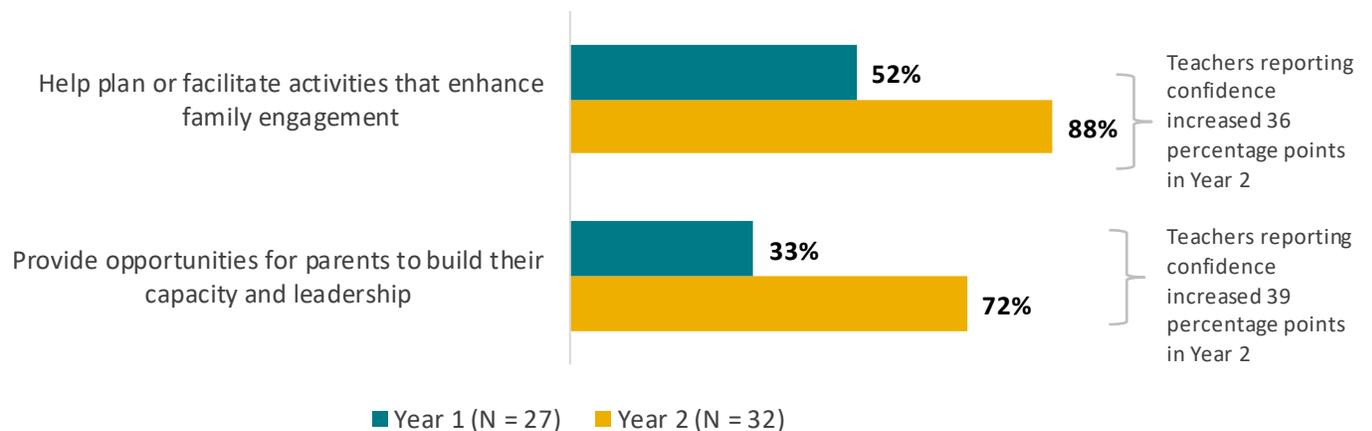
Most teachers continued to report high levels of confidence in their overall capacity to promote a positive school climate and culture, especially in strategies closely linked to classroom learning (e.g., family-teacher conferences).

In open-ended responses on the survey, teachers highlighted the following insights about communication with families about student learning:

- Build relationships through “constant communication.”
- Consider and be “flexible” in response to differences in family and student needs.
- Provide resources and information to families to support learning at home around a “focused” set of skills.
- Offer “hands-on materials” and “accessible strategies” to engage families and “make learning fun!”

By the end of Year 2, many teachers showed increased confidence in using specific family engagement strategies that were new to them in Year 1, such as organizing events and providing opportunities for families to build their own capacity and leadership skills (figure 7).

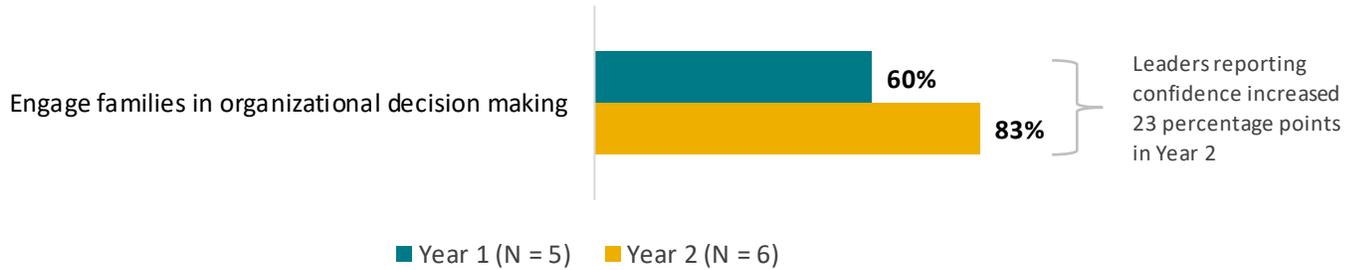
**Figure 7. Growth in SPS teacher confidence to organize events and build family capacity, 2019–2021**



Source: Education Northwest analysis of 2021 APTT leader and teacher survey data.

Similarly, leaders reported moderate increases in their confidence related to cultivating families’ leadership capacity (figure 8).

**Figure 8. Growth in SPS leader confidence in building family capacity to engage in decision making, 2019–2021**



Source: Education Northwest analysis of 2021 APTT leader and teacher survey data.

Leaders often mentioned planning and leading group activities with families as a challenging area for teachers. One leader suggested that the scripted nature of APTT increased teachers’ comfort with facilitating large-group meetings with families by offering a “purposeful” plan for how family-school partnerships can support student learning.

**There is room to improve confidence in developing parent networks, as only about half of educators reported confidence in this area.**

While leaders were confident in most areas of capacity and partnership, only 50 percent reported confidence in their capacity to support teachers in cultivating parent-to-parent networks. Teachers echoed this hesitation, with just 56

percent of teachers reporting confidence in this area. Educators suggested that APTT meetings offered opportunities for families to connect with each other, but some noted that the online meetings posed a challenge to facilitating relationship building among families, as their children were typically participating alongside them.

Less than half of teachers reported feeling confident in connecting families with community agencies and services, suggesting that this is another area where leadership teams may be able to provide more support. One school described efforts to weave together resources to provide “whole child support.”

*“I think that we have a lot of teachers that are very confident with kids but may feel a little bit nervous around parents ...*

*But [with APTT] they had a very clear plan of exactly what to say ... it's much more purposeful about what the kids are learning and why those are the skills that we're teaching.”*

**SPS leader**



## APTT implementation during the 2020-21 school year

In this section we discuss Year 2 APTT implementation activities and progress in SPS.

### During Year 2, schools implemented APTT activities as planned, with some variation within and across schools due to the pandemic.

#### SPS offered teachers more flexibility in APTT implementation in Year 2.

Each pilot school facilitated three virtual family team meetings and one individual session with each family. To reduce the burden on teachers, at least two schools gave teachers the option to collaboratively plan and facilitate the sessions in grade-level teams or to plan and facilitate the sessions on their own. Teachers varied in whether and how they presented data in the family team meetings.

#### Educators identified several bright spots related to adaptations for an online context.

- **Ease of virtual access:** Leaders at two schools suggested that more families participated in online APTT meetings than expected. They wondered if the virtual context was actually a better fit for families, and they are considering whether to provide this option in the future.
- **Combined classrooms reduced teacher stress and facilitated interpretation:** Teachers who chose to collaborate with other teachers could share the work in a way that played to their strengths (e.g., one teacher handled the technology while another facilitated). By combining classrooms, leaders were better able to arrange language interpretation for every group.
- **Having students in meetings offered new opportunities for families to learn together.** Since students were typically in the meetings alongside their parents, educators modified the relationship-building activities and learning games to include students. One leader noted that learning the games alongside their parent encouraged student ownership over using the games at home to enhance their skills.

*“Once we did [virtual APTT team meetings] for the first time, it was amazing. It was a revolution, I felt. And then the turnout of families was even more than we had in person.*

*Not only that, but the involvement and the community—you see the enjoyment of not only one parent that could attend, but the whole family that was there in the living room, so [they] could participate and be excited about [learning the games].”*

SPS leader

## Educators also reported challenges associated with Year 2 implementation.

- **Teacher stress:** Most frequently, educators across the system cited concerns about teacher stress in planning and facilitating three APTT meetings during the uncertain context of the pandemic. Some teachers described APTT as “labor intensive” and “additional work” without additional support.
- **Family stress:** A few teachers suggested that APTT was not as helpful this year because families were already engaged in remote learning and overwhelmed by the demands of the pandemic. One leadership team noted that family participation dropped off later in the year due to “Zoom fatigue.”
- **Uneven implementation:** While some teachers expressed appreciation for the flexibility offered to them in Year 2, others expressed concern about the quality and fidelity of implementation of the program model. Key concerns included limited use of data and lack of opportunities for parent-to-parent relationship building in an online context.

*“Families seem pretty tapped out this year in terms of supporting students at home since that is what they are already doing each and every day. This model really didn't make sense for my families and students this year.*

*In previous years, I can really see it [being] the incredible link between school and home. However, I imagine that APTT will need to shift its philosophy and work after this particularly transformative year.”*

SPS teacher

## School leadership teams increased their cultural and structural support for APTT, although time remained a persistent challenge.

### Most teachers reported that they were well supported by their APTT school leadership team.

Over 90 percent of the teachers agreed that they received adequate support for APTT implementation from teacher leaders and school administrators, a moderate increase from Year 1. In interviews, leaders portrayed their role as managing the “big picture” of APTT. This included managing logistics for teachers and communicating how the “philosophy” of APTT supports other schoolwide goals and activities.

*“The APTT supports were helpful in achieving a systematic schoolwide approach to [family engagement by] following through with our values.*

*However, the extra time is a big ask of teachers. We could not have done this without the support of our extra staff.”*

SPS teacher

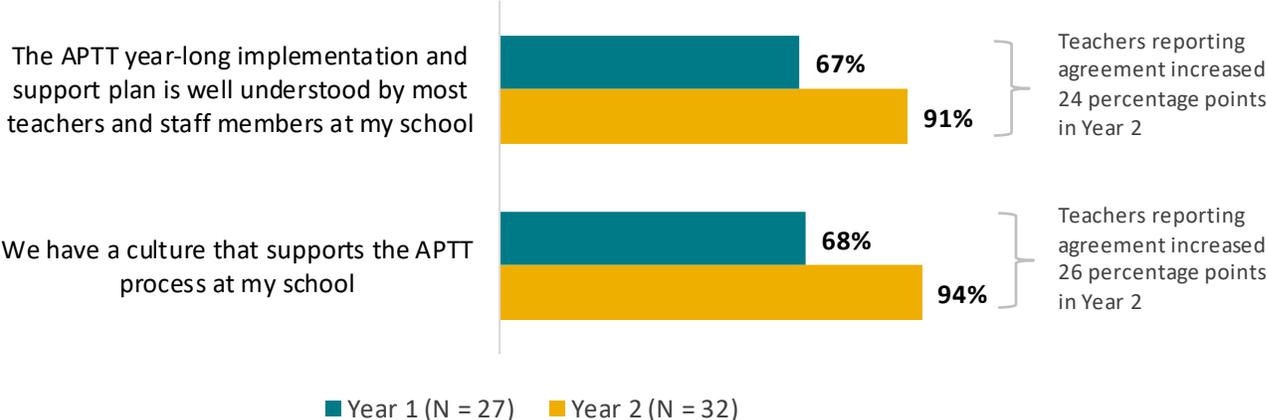
In the Year 2 survey, leaders reported increased confidence to support teachers in most areas of implementation, especially in providing teachers with feedback. This is reflected in the moderate increase in the percentage of teachers reporting that they received useful support from school leaders to implement best practices—84 percent compared with 70 percent in Year 1.

In terms of structural support, just 69 percent of teachers reported that they had consistent and protected time to prepare for APTT meetings, with no change from Year 1. In contrast, leaders reported great progress in this area compared to Year 2.

**Year 2 brought a considerable increase in teacher reports of cultural support for APTT and understanding of the plan for their school.**

All teachers reported that family engagement was established as a core strategy to support teaching and learning at their school. In Year 2, a higher percentage of teachers reported that their school had a supportive culture and clear plan for APTT implementation (increases of 26 and 24 percentage points, respectively) (figure 9).

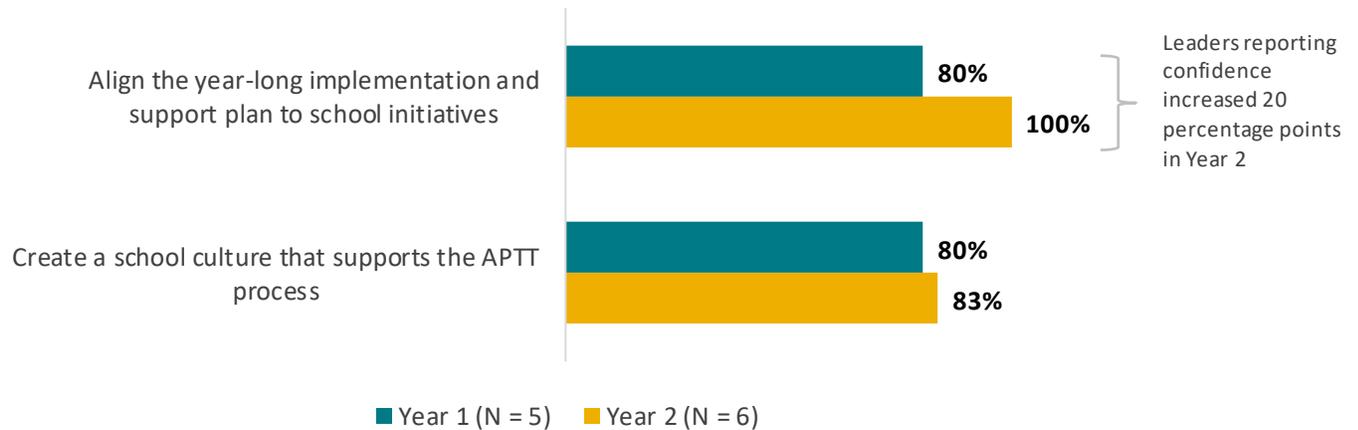
*Figure 9. Growth in SPS teacher understanding and support for APTT, 2019–2021*



Source: Education Northwest analysis of 2021 APTT leader and teacher survey data.

Leaders also reported increased confidence in these capacities, especially alignment of the yearlong implementation and support plan to school initiatives, while suggesting there was more work to do around school culture (figure 10).

**Figure 10. Growth in SPS leader confidence in creating cultural support for and understanding of APTT, 2019–2021**



Source: Education Northwest analysis of 2021 APTT leader and teacher survey data.

Leaders observe increased teacher interest and enthusiasm for APTT in Year 2. They took steps to generate schoolwide enthusiasm by linking APTT with school pride (e.g., distributing APTT t-shirts and special APTT activity folders in the school colors). However, despite the gains in communication and cultural support reported by teachers, survey results indicated that leaders may be less confident in their own capacity to communicate the APTT process to staff and to establish family engagement as a core strategy to improve teaching and learning, with a 17-percentage point decline in each of these areas since Year 1.

## There were modest increases in teacher confidence to implement most APTT implementation strategies in Year 2.

### Teachers reported high confidence in explaining academic concepts, modeling learning activities for families, and coaching families to practice these activities.

Most teachers were confident in their use of family-friendly academic vocabulary in APTT sessions, with an increase of 16 percentage point over Year 1. The largest increase was in teacher confidence in engaging families in discussion to share ideas and strategies, with 87 percent reporting feeling confident in Year 2 compared with 67 percent in Year 1.

In interviews and in open-ended responses on the survey, educators reported that during Year 2 teachers were getting better at facilitating sessions with adults and developing materials that were more creative and accessible for families. They also reported progress in identifying the types of foundational skills that families could effectively support through activities at home.

**Teachers were least confident in their capacity to build relationships among families although confidence was relatively stable or growing.**

Less than two-thirds of teachers were confident in creating opportunities for families to build relationships with each other during team meetings. This slight decline from Year 1 is perhaps a reflection of the limitations of parent-to-parent connections in an online format.

However, about three-quarters of teachers were confident in facilitating team-building activities with families and in facilitating discussions with families to unpack data and set achievable goals, which was a small increase from Year 1.

*“Families learn a lot from each other. Opportunities to share their experience are much appreciated, but sharing was limited by the online meeting format.”*

**SPS teacher**

**Educators suggested that APTT was well received by families and was building their capacity to support learning at home.**

**Educators observed increases in family engagement, confidence, and capacity.**

In interviews and open-ended responses to the survey, educators reported that families were participating in APTT meetings at higher levels than expected, were highly engaged, and were providing positive feedback. As one leader observed “nobody checked out early” as families stayed on to the end of the meetings. Respondents said that families especially appreciated the activities to support learning at home and asked for more learning games to play with their children. Families were excited to be “in fellowship” with each other and were showing increased comfort with teachers.

Educators suggested that APTT is developing family awareness about what children are learning and how families can support growth in specific skills. Parents or other family members are asking teachers more questions about children’s progress and how they can support learning at home.

One school leadership team said that formative data indicate students are making gains on the specific foundational numeracy skills addressed through their APTT activities this year.

*“[In the past], I saw more of just having family events where they just attend, come see shows, come see playing games and stuff, or come eat and they leave.*

*Versus now, I see some shift of families asking: Where is my child at [academically]? What can I do? What resources do you have? How can I help? Those are the kinds of questions that I'm hoping to see more families asking.”*

**SPS leader**

## Chapter 3: Support for Continuous Learning

### APTT implementation supports

**HPS and SPS educators generally felt supported in implementing APTT and offered ideas for how their district could sustain and scale the model.**

**Educators appreciated the flexible and responsive support WestEd provided during Year 2, especially through the teacher planning sessions.**

More than 80 percent of school leadership team members reported that they received adequate support from WestEd for implementation during Year 2, while 100 percent of SPS teachers and 75 percent of HPS teachers said they felt supported. Teachers and leaders said the most useful WestEd supports were teacher planning meetings, coaching debriefs, and district training.

In interviews and in open-ended survey responses, educators highlighted the following features of WestEd’s support as valuable for their learning:

- Use of *working meetings* to help teachers plan collaboratively
- Sharing *tools, templates, and examples* for educators to adapt for their meetings
- Coaching educators on *selecting meaningful skills and data* that families can support at home
- Coaching leaders on *adapting the APTT model* for the pandemic context by providing examples and ideas
- Providing teachers with *modeling and opportunities to practice* during the trainings

*“I really enjoyed the planning sessions as they allowed my team to collaborate to determine the assessments we would choose to use throughout the year and create activities that our families and students could use at home to support their learning.”*

HPS teacher

*“The initial training gave an excellent overview of the program. Our WestEd coach is so personable and acted out the way the APTT event would go for us in the training so we could really picture what it would look like.*

*... She worked so closely with me and our APTT champion that I feel confident we will be ready to take this on ourselves when our time with her is complete.”*

SPS leader

**Most leaders said they had received adequate district support for implementation, but they expressed a need for more cross-school collaboration and logistical support.**

More than 80 percent of leadership team members reported that they received adequate support from their district team. In interviews and surveys, school leaders said the district had sent a clear message that APTT was a priority for the district, had provided resources, and had visited APTT meetings on occasion.

Leaders from both school systems said they would like to see sustained collaboration across schools to create consistent expectations for teachers, “calibrate” implementation, and communicate the importance of APTT as a “signature strategy” across the district rather than an external grant.

*“The district has been supportive in that they are really interested and invested in what APTT can do for family partnerships. So, there’s a feeling of excitement around it.”*

SPS leader

HPS leaders often highlighted the value of increased collaboration in Year 2 as they worked closely with the district team and leaders in other pilot schools to adapt the APTT model in response to the challenges of the pandemic. One HPS leader proposed that the pandemic increased the sense of urgency to collaborate across pilot schools in a way that would benefit the work in the long term.

SPS leaders also appreciated previous opportunities to collaborate with other pilot schools and said that collaboration had fallen off in Year 2. They expressed a desire for more of those opportunities in Year 3.

*“[HPS pilot schools] banded together and got support from a centralized team at our district office ... so that we could act as one and plan as one. It was something we tried to do two years out and it had some fits and starts ... I think we all really quickly realized [with the challenges of the pandemic] ... that unity and oneness was going to be the key to our ability to survive and thrive and adapt.”*

HPS leader

While the transition to virtual meetings reduced some of the technical challenges cited in the Year 1 report, leaders suggested that they will need funding and assistance to ensure sufficient interpretation and child care resources are available for each classroom as schools transition back to in-person learning.

**While district staff members expressed strong appreciation for CCER support, they were not as visible at the school level.**

District staff members appreciated the regional focus of the Road Map Project APTT pilot, especially in terms of opportunities to share lessons learned via the evaluation and in regional PLC meetings for district family engagement staff members. Leadership team members reported that they had minimal interaction with CCER but appreciated their flexibility and demonstrations of interest and support for the work.

HPS leaders also voiced appreciation to both the district and CCER for the flexibility they provided in how grant funds could be used. For example, several HPS leaders used grant funds to infuse the principles of APTT into other family engagement activities.

## Lessons learned and future priorities

### **Schools made progress with engagement and capacity building despite the challenges of the pandemic, but questions remained around how to address issues of time and flexibility.**

#### **Collaboration may help reduce the time teachers spend planning APTT meetings.**

The most frequent challenge educators cited was the time necessary to develop the agenda and materials for APTT family team meetings. Collaboration at the school and district levels during the pandemic appeared to have eased the burden on individual teachers to develop their agendas and slide decks. Educators wondered whether they would be allowed to continue these partnerships across classrooms and/or schools to share the responsibility of planning, or if it would be viewed as essential to the model that each individual teacher develop and implement the materials on their own.

Leadership teams offered lessons learned to reduce the time teachers spend preparing the games for families to play at home. Their suggestions included planning activities that use materials students already have at home for other school projects or asking families to assemble the packets themselves as part of the family team meeting. Most often, educators noted that volunteers, interns, or support staff were essential to preparing the materials and expressed concerns about the sustainability of this approach.

#### **Schools cited many lessons learned around flexibility and wondered which elements of the APTT model were “tight” and which were “loose.”**

As noted throughout this report, the pandemic prompted many modifications to the APTT implementation plan in both districts, especially in HPS. Leaders and teachers expressed appreciation for the “flexibility” this year provided. Specifically, they valued the ability to collaborate with others to plan and facilitate the team meetings, the opportunity to offer the meetings online, and the opportunity to include students.

Some leaders described lessons learned about “moving slow to move fast”—phasing in elements of APTT gradually in response to teacher and family needs. They also cited the

*“Flexibility to allow our staff to think through how the core model best fits within our school community. Space to refine and build ownership over the strategy—switching the rhetoric of ‘APTT is a grant from WestEd’ to ‘Our school does the APTT model’.”*

HPS leader

importance of “strategic communication” about how APTT supports the overall goals of the school, how to integrate APTT principles into family engagement activities that may not follow the APTT format, and how to integrate APTT into the daily practice of teachers and coaches.

Educators expressed a desire for guidance on which elements are most critical for fidelity of implementation and which elements they can modify so that APTT doesn’t feel like a “one-size-fits all” approach. Leaders want to be able to better articulate the “why” behind each essential element (e.g., activities in individual classrooms versus across classrooms) of APTT. They suggested this would help teachers and families understand the relevance of different program components and identify places where teachers have the agency to innovate. Leaders would especially like to see a more detailed discussion with teachers of the rationale for sharing classroom-level (in addition to individual student-level) data with families during team meetings.

*“So, if it's the instructional leadership team and we're talking about our goals for next year, APTT is part of that. If it's teachers planning their professional growth goal for students, APTT is part of that.”*

**SPS leader**

## **Families and educators highlighted opportunities to expand the number and diversity of families participating in APTT team meetings.**

While many leaders remarked that participation in APTT was better than expected in Year 2, they could not speak to the number of families participating or the degree to which these families represented their broader school community, as this information was not being consistently tracked. Some school and district staff members suggested that families from Black, Indigenous, and other specific racial/ethnic groups were underrepresented in the APTT team meetings.

Educators and families offered the following lessons learned that could increase the number and diversity of families participating in APTT activities, as well as the quality of the experience for families who do participate:

- **Clear and frequent communication:** Educators and families both expressed a need to communicate with families more explicitly about the value of APTT, including more information about the objectives of the meetings and how families will be able to use the information to support their child’s learning. Families suggested that frequent reminders about the team meetings also encouraged participation.

*“So, we receive only a letter that say[s] APTT meeting, but we don't know what it stands for and what it's going to be talking about... how important are those meetings for those students ... I think it is important to explain: what are the objectives for those meetings, why we are looking forward to those meetings.”*

**HPS family**

- **Personalized outreach:** Families recommended that invitations to APTT family team meetings come from people they are most familiar with. One idea was for family leaders at the school to reach out to other families.

- **Offer multiple ways for families to participate:** Families recommended scheduling the meetings at different times or days of the week to reach families with a wide range of schedules. Leaders are considering the potential for hybrid or asynchronous options for families who cannot participate in person.

*“Our next step is how do we continue to now really raise up those family leaders ... So, how do we really not just look at volume of attendance but consistency and leadership development within the families, which can then turn around and guide our work more so we can be more responsive and then also maybe help us, again, continue to drive up engagement in those events.”*

HPS leader

- **Provide more at-home learning activities and reminders about goals throughout the year.** Families are eager for more opportunities to support their children’s learning at home through the types of games and activities offered in APTT meetings. They would also appreciate receiving reminders at key points in the year on the goal that they set for their child. These steps may help keep APTT on families’ radar and encourage their participation in meetings.
- **Language access and cultural relevance:** Some participants proposed supporting more diverse family participation by providing culturally sustaining materials and better access to facilitation in multiple languages. This includes opportunities to connect with other families in both language-specific and multilingual small-group contexts.
- **Facilitate more fun, community-building activities.** Families are eager for more opportunities to “bond” with their children and the school staff through team-building and interactive learning games.

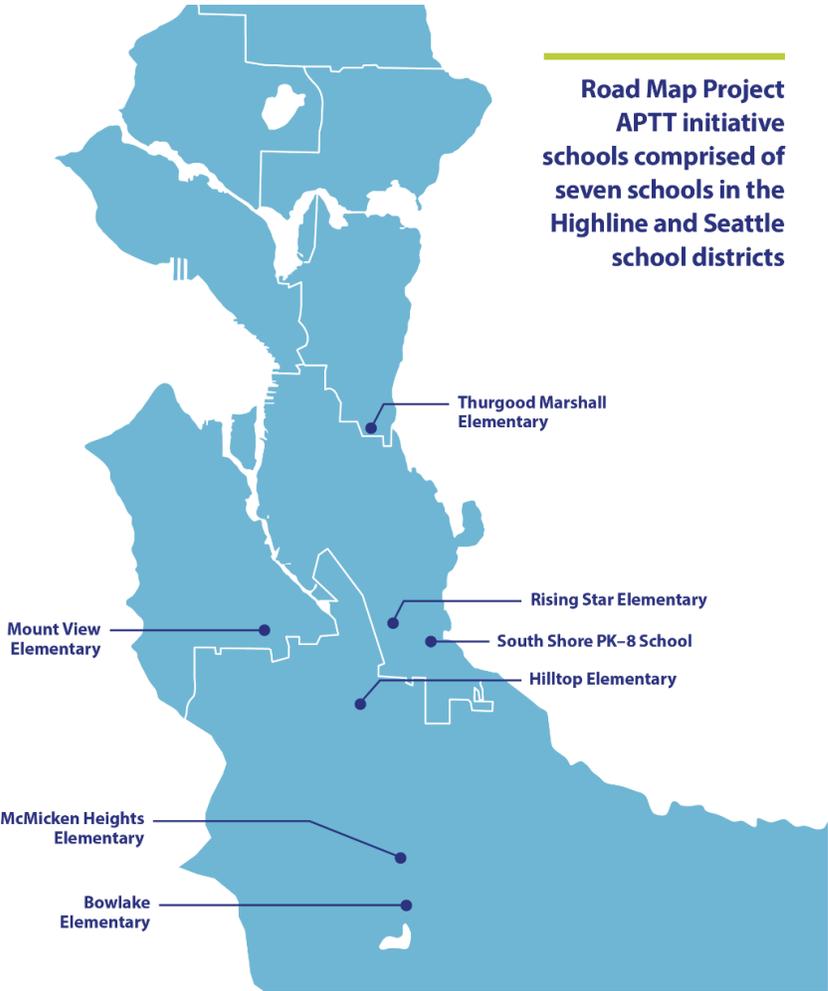
*“There is high attendance for events like literacy night, movie night, winter art night, etc. APTT attendance has not been as strong. How can we create an evening that feels more welcoming to families that might not feel as comfortable analyzing data and discussing their child's areas of academic need?”*

HPS teacher

# Appendix A. Overview of the Road Map Project’s Academic Parent Teacher Teams Initiative

Starting in the 2019-20 school year, a cohort of seven elementary schools began a three-year pilot to implement Academic Parent Teacher Teams (APTT) with coaching and support from WestEd. Four schools are in Highline Public Schools: Bow Lake Elementary, Hilltop Elementary, McMicken Heights Elementary, and Mount View Elementary. Three schools are in Seattle Public Schools: Rising Star (Van Asselt) Elementary, South Shore PK–8 School,<sup>8</sup> and Thurgood Marshall Elementary (figure A1). All were selected through a competitive proposal process.

**Figure A1. Schools participating in the Road Map Project’s APTT initiative**

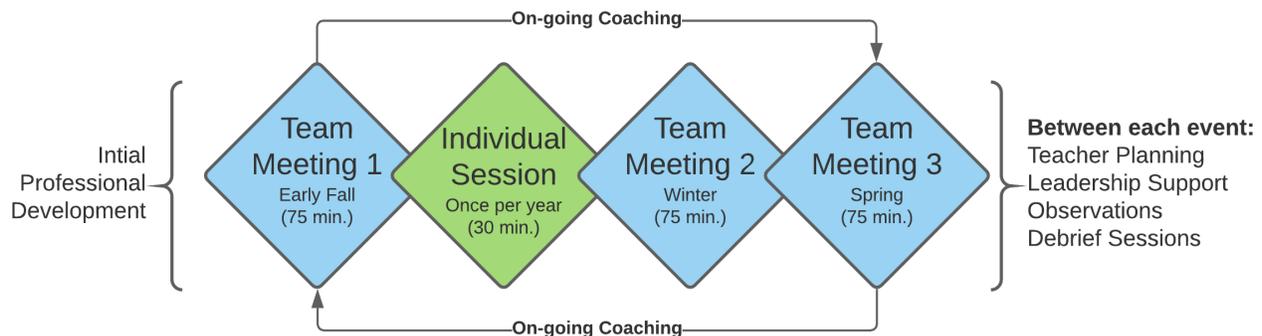


<sup>8</sup> South Shore will not participate in Year 3 of the pilot.

## Academic Parent Teacher Teams model and support services

APTT is a research-based model of family engagement focused on partnerships between families and teachers. It establishes “systemic pathways for teachers to share grade-level information, tools, and strategies that families can apply at home and in the community to accelerate student learning” (WestEd, 2017, p. 1). Maria Paredes developed APTT, now part of WestEd, in 2009 to help families better understand and support their children’s learning. The APTT model “aligns grade-level learning concepts, student performance data, and family-teacher communication and collaboration” (WestEd, 2017, p. 1). WestEd APTT coaches work alongside school leaders and teachers to develop their capacity to implement the model with fidelity. APTT uses three classroom-wide *family team meetings* (known as APTT team meetings) and one *individual session* with teachers and families during the school year to help families better understand and support their children’s learning.

**Figure A2. Road Map Project APTT implementation cycle**



Source: Graphic adapted from WestEd for the Road Map Project APTT initiative.

The Road Map Project APTT yearly implementation cycle (figure A2) involved:

- **Initial professional development** that provided a one-day initial training with the principal, instructional coach, and teachers and two to three hours of leadership training with the principal and APTT champion
- **Teacher planning sessions** where the APTT coach facilitates on-site teacher planning with each grade level, the principal, and the APTT champion
- **Leadership support** from the APTT coach to facilitate a principal check-in session with staff members during the on-site visit, including ongoing remote coaching with the APTT coach during the school year
- **APTT team meeting observations** by the APTT coach, principal, and APTT champion
- **Leadership debrief sessions** facilitated by school leaders and the APTT coach that occur on site after APTT team meetings and include setting improvement goals for each APTT cycle

# Appendix B. Road Map Project APTT Initiative Theory of Change

The Road Map Project APTT initiative is intended to be a catalyst for authentic family-school partnerships and an extension of prior family engagement efforts in the region (CCER, 2020). As such, the initiative’s theory of change outlines how the various participants, resources, activities, and resulting interim outcomes can lead to long-term impact (W.K. Kellogg Foundation, 2004). Drawing from the dual capacity framework of parent engagement (Mapp & Henderson, 2019), the APTT model, and discussions with CCER and Maria Paredes (the founder of APTT), the evaluation team developed a theory of change to describe the multi-level APTT and family engagement activities, supports, and approaches to achieving shared goals. Figure B1 describes regional, district, WestEd, and school activities during the initial APTT implementation phase.

**Figure B1. Road Map Project APTT initiative’s theory of change (implementation phase summary)**

Inputs	Regional and district activities	WestEd activities	School activities	Interim outcomes	Long-term outcomes
<b>Who?</b>	<b>Foundational</b>			Increased staff interest in and capacity for APTT  Improved instructional practice  Increased family and community engagement  Increased district interest and engagement in APTT	Student achievement is continuously improved  The APTT process is scaled in and/or across Road Map Project districts
WestEd APTT coaches  School principals/APTT champions  APTT teachers  Families in APTT  District leaders and staff members  Community Center for Education Results (CCER)	CCER provides regional support to convene district leaders and APTT stakeholders  District leaders receive training, identify APTT schools, provide foundational supports, and champion the initiative	APTT coaches provide foundational support to the school in establishing APTT structures and processes	School leaders create an implementation plan, use selected strategies to develop readiness and commitment for APTT with staff members, and build relationships with families  Teachers receive training to implement APTT		
<b>What?</b>	<b>Ongoing</b>				
APTT curriculum and materials  APTT schools  School readiness	CCER provides ongoing “thought partnership” with district leaders and APTT stakeholders  District leaders provide resources, connections, and support for school-level implementation	APTT coaches provide ongoing support to school leaders to guide implementation  APTT coaches provide support for APTT team meetings and debrief sessions three times a year	Teachers, led by school leaders and APTT coaches, receive coaching and training as they engage in cycles of improvement to foster the conditions to support high-quality APTT implementation		

Note: Foundational and ongoing activities to support APTT implementation were altered in Year 2 due to the shift to remote learning during the COVID-19 pandemic.

Source: Education Northwest.

# Appendix C: Evaluation Methods

This report documents implementation activities and lessons learned during Year 2 about APTT implementation that can inform future work for CCER, districts and schools in the region, and other stakeholders. Additionally, findings from Year 2 illuminate how APTT can be implemented virtually, which occurred as a result of the shift to remote learning during the COVID-19 pandemic. These findings are drawn primarily from interviews with school leaders and focus groups with families implementing the Academic Parent Teacher Teams (APTT) initiative in the second year of the evaluation, a leader and teacher survey, and a document review of APTT activities. Teacher perspectives in Year 2 were captured via one school focus group in Highline Public Schools (HPS) and open-ended survey responses.

## Methods

Education Northwest used a concurrent mixed-methods approach (Creswell, 2009) to collect and analyze both qualitative and quantitative data, triangulating data from multiple sources. In appreciation of their time, teachers were entered into a raffle to win a gift card and each family also received a gift card.

## Interviews and focus groups

### Educators

The evaluation team invited school leaders and teachers from the seven participating schools to participate in interviews or focus groups during spring 2021. Overall, 12 leaders from six schools participated in an online interview and three teachers from one school participated in an online focus group. School leaders at one school chose not to participate in any interviews in Year 2. We were unable to recruit enough teachers to participate in focus groups at three of the HPS schools and teacher focus groups were not offered in Seattle Public Schools (SPS), a decision made in consultation with SPS staff and CCER.

School leader interview and teacher focus group questions focused on APTT implementation and supports from WestEd, changes in educator and family capacity to implement APTT and create authentic family-school partnerships, and any bright spots and lessons learned during the second year of implementation. Teachers who participated in focus groups were entered into a raffle for gift cards in appreciation of their time.

### Families

Overall, 18 families from five schools participated in a focus group—four from HPS and one from SPS. Families were recruited by school and district staff members. Three focus groups in HPS were conducted

in multiple languages (English, Somali, and Spanish) with assistance from school district interpreters. Families received a gift card in appreciation of their time.

Focus group questions focused on families’ experiences supporting their child’s learning during the 2020-21 school year, experiences with APTT meetings, and ideas on how schools and families can work together to support students. The evaluation team then used content analysis methods to explore patterns and themes across responses.

## Survey

The evaluation team administered a survey to all teachers and leaders in schools implementing APTT in spring 2021. Survey questions focused on perceptions of school conditions and supports for implementing APTT, confidence in implementing APTT best practices, changes in family engagement, and overall program feedback. The survey was developed in consultation with WestEd and CCER, as well as through document review of the APTT process and dual capacity framework (Mapp, 2019). Open-ended survey items asked respondents about their experiences with APTT implementation and suggestions for improvement. Teachers who participated in the survey were entered into a raffle for gift cards in appreciation of their time.

### Survey respondents

At least one leader from each of the seven schools responded to the survey, for a total of 13 school leader respondents. Four schools had more than one leader complete a survey.

Overall, 87 teachers across all schools completed the survey, with an average school survey response rate of 56 percent (table C1). HPS’ teacher survey response rates ranged from 25 to 95 percent and SPS’ teacher survey response rates ranged from 39 to 65 percent. Most teacher respondents taught kindergarten through grade 3. In addition, 69 percent of teacher respondents had taught for five or more years overall, and 49 percent had taught for five or more years at their current school. Six leaders and 32 teachers completed the survey in both Year 1 and Year 2.

**Table C1. Year 2 teacher survey respondents by role and school district**

	Seattle Public Schools			Highline Public Schools		
	Year 1	Year 2	Completed survey in Y1 and Y2	Year 1	Year 2	Completed survey in Y1 and Y2
Role	N	N	N	N	N	N
Leader	6	6	3	6	7	3
Teacher	28	33	12	33	54	20

Source: Education Northwest leader and teacher 2021 survey analysis.

## Document review

During the 2020-21 school year, the evaluation team reviewed documentation from WestEd to identify and describe the services provided to schools implementing APTT in the Road Map region. Documents included Year 2 WestEd support activities and debrief documentations, descriptions of the APTT cycle of supports, site visit schedules, and various training materials. Education Northwest will provide WestEd with a copy of this report to check for accuracy and to provide additional details before finalization.

## Impact of the pandemic on data collection and analysis

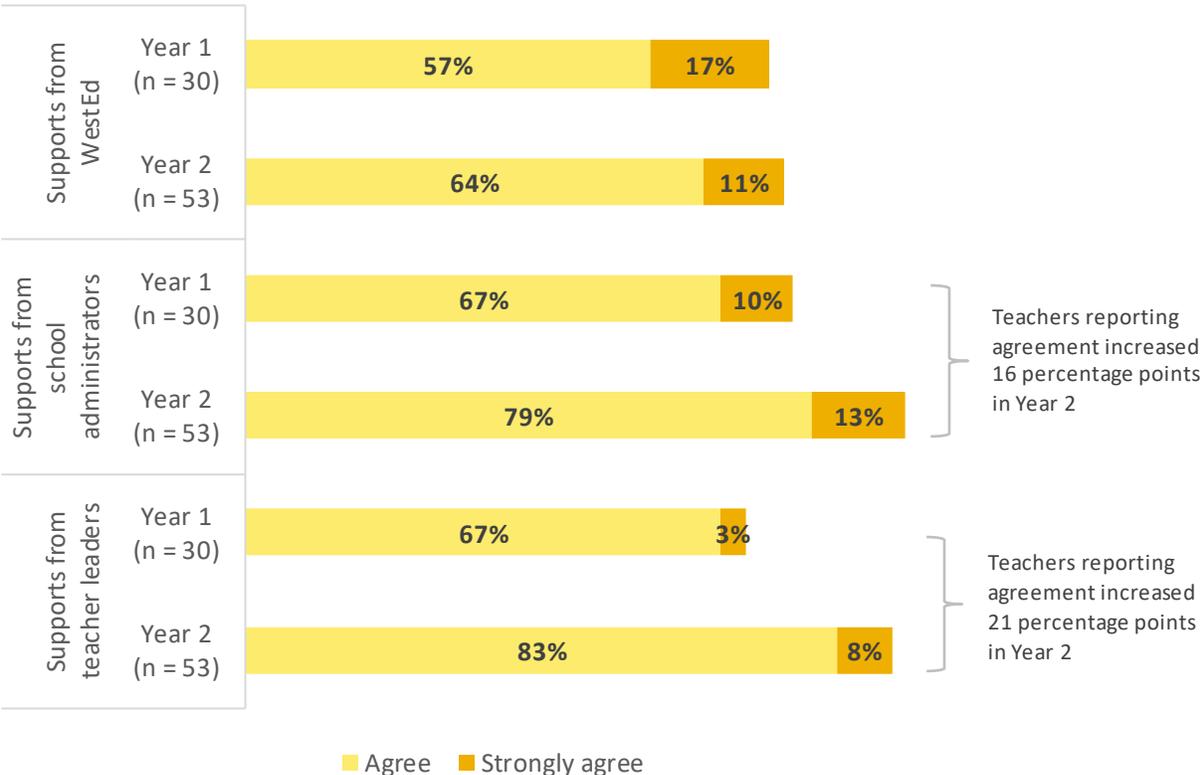
Schools, families, and communities continued to face challenges with remote and hybrid learning during the 2020-21 school year that impacted data collection in multiple ways:

- **Family data:** In consultation with the CCER and the district partners, we learned that families were experiencing survey fatigue and decided to not survey families during an already stressful school year. While we collaborated with schools on outreach, we were unable to recruit enough families for a focus group in SPS (although 1 family member participated).
- **Teacher data:** In consultation with CCER and SPS leadership, we decided not to conduct focus groups with teachers in the summer as planned due to the demands of preparing for a return to in-person learning. Only one HPS school was able to recruit teachers for a focus group.
- **Student data:** Administration of the 2020-21 state student assessments was delayed from spring 2021 to the upcoming fall, so we are unable to report data on student progress.

# Appendix D. Highline Public Schools School Educator Survey Responses

The evaluation team administered a survey to all teachers and leaders at four schools in the Highline Public Schools (HPS) district that were implementing APTT in spring 2021. The following figures display survey findings.

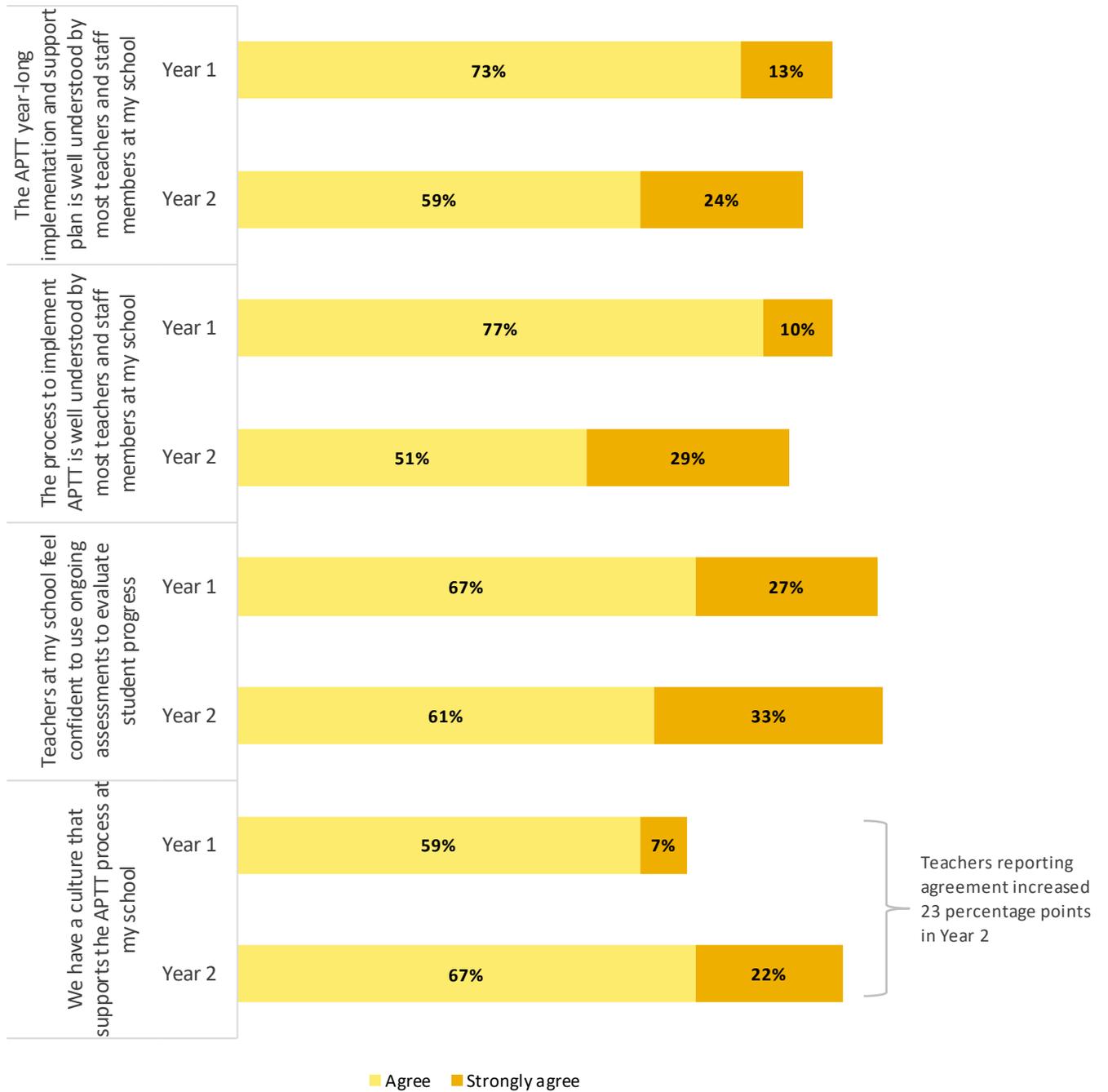
**Figure D1. Percentage of HPS teachers reporting agreement that they received adequate supports to implement APTT during Year 1 and Year 2**



Note: Brackets are used to call out differences from Year 1 greater than or equal to 10 percent. Differences in totals may appear due to rounding.

Source: Education Northwest analysis of 2021 Highline Public Schools APTT teacher survey data.

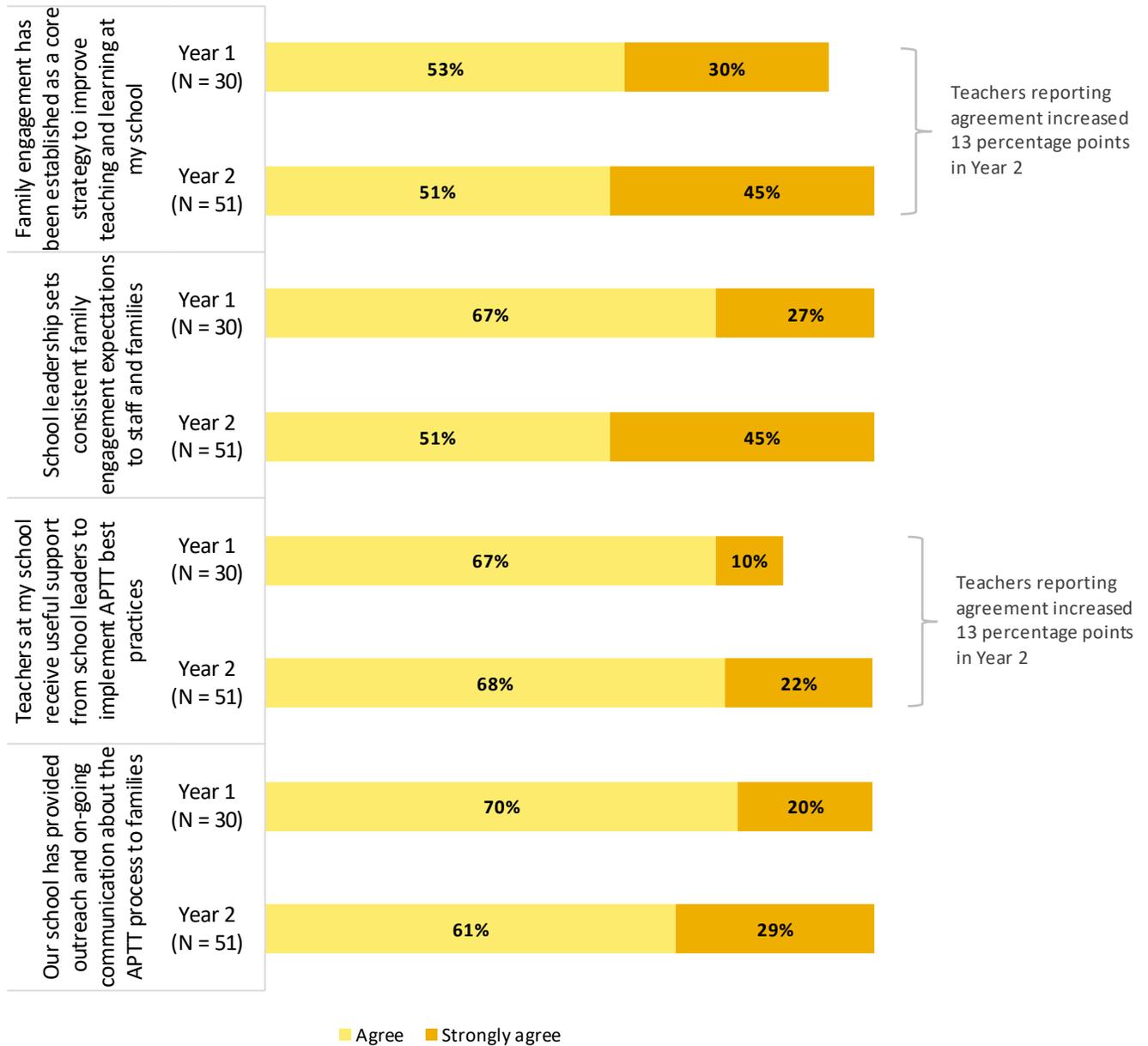
**Figure D2. HPS teachers' perceptions of staff members' understanding and support of APTT, Year 1 and Year 2**



Note: Brackets are used to call out differences from Year 1 greater than or equal to 10 percent. Differences in totals may appear due to rounding.

Source: Education Northwest analysis of 2021 Highline Public Schools APTT teacher survey data.

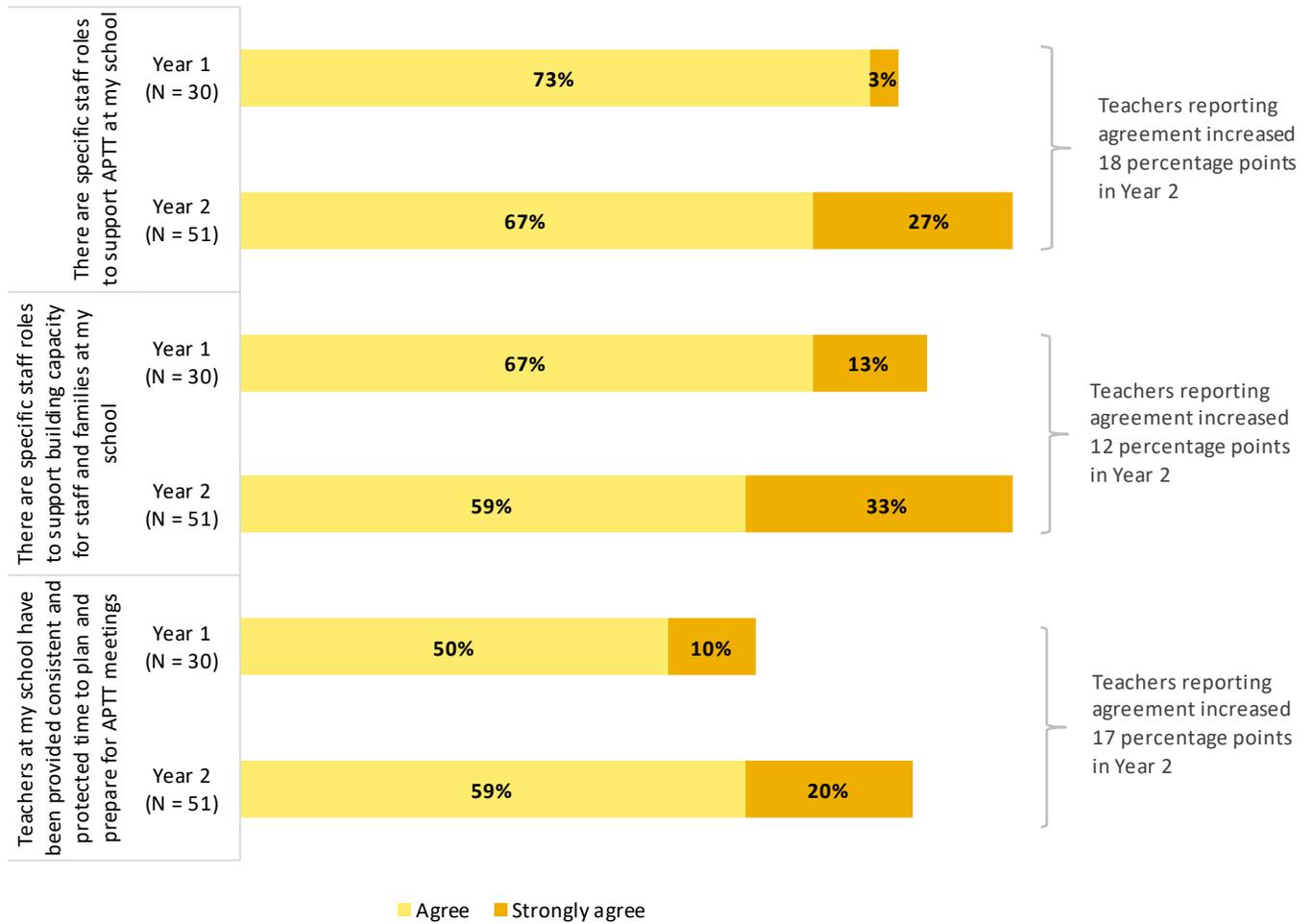
**Figure D3. HPS teachers' perceptions of school leaders' support of APTT, Year 1 and Year 2**



Note: Brackets are used to call out differences from Year 1 greater than or equal to 10 percent. Differences in totals may appear due to rounding.

Source: Education Northwest analysis of 2021 Highline Public Schools APTT teacher survey data.

**Figure D4. HPS teachers' perceptions of school organizational supports of APTT, Year 1 and Year 2**

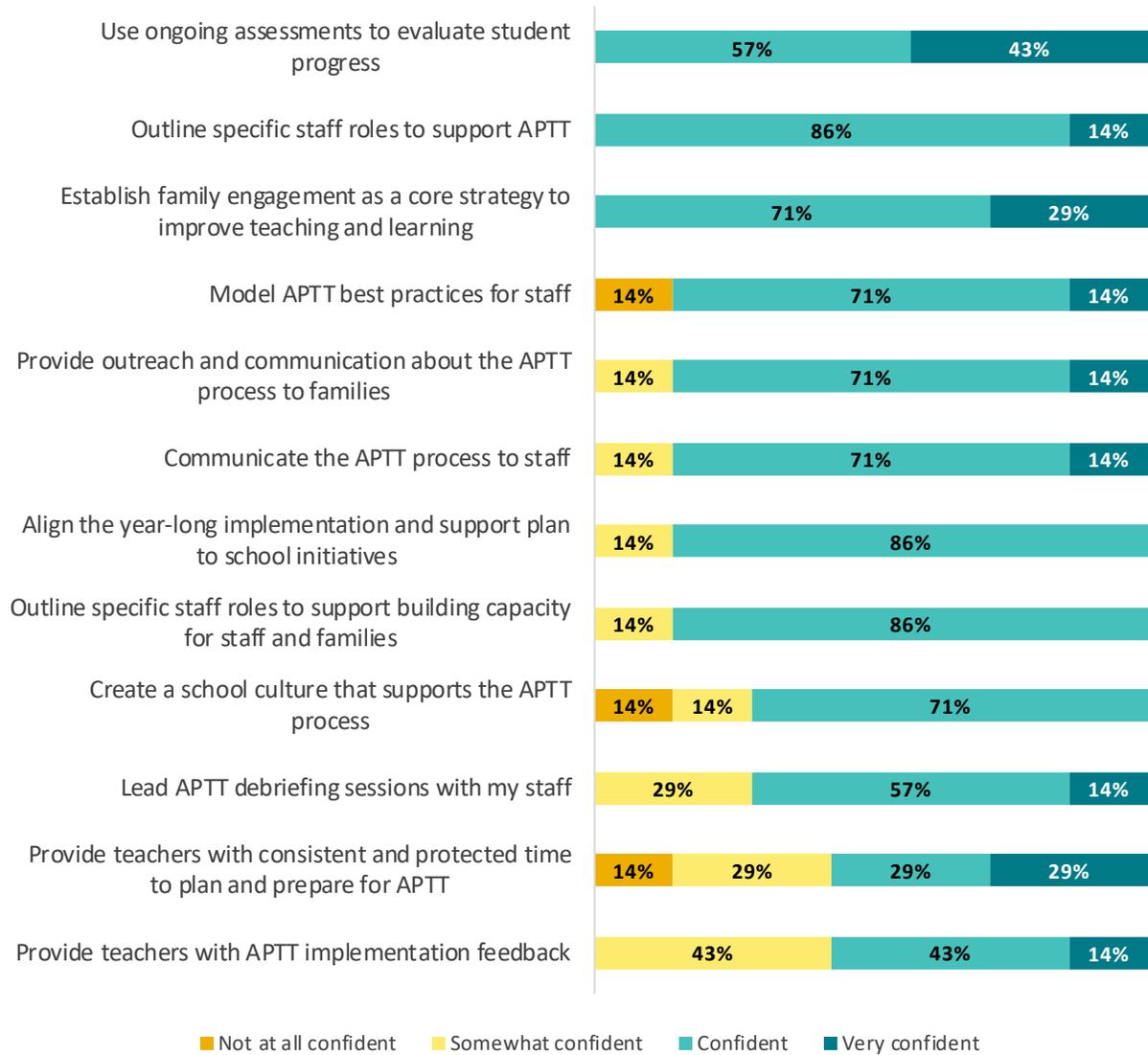


Note: Brackets are used to call out differences from Year 1 greater than or equal to 10 percent. Differences in totals may appear due to rounding.

Source: Education Northwest analysis of 2021 Highline Public Schools APTT teacher survey data.

**Figure D5. HPS school leaders' confidence in their ability to support and implement APTT, 2021 (N = 7)**

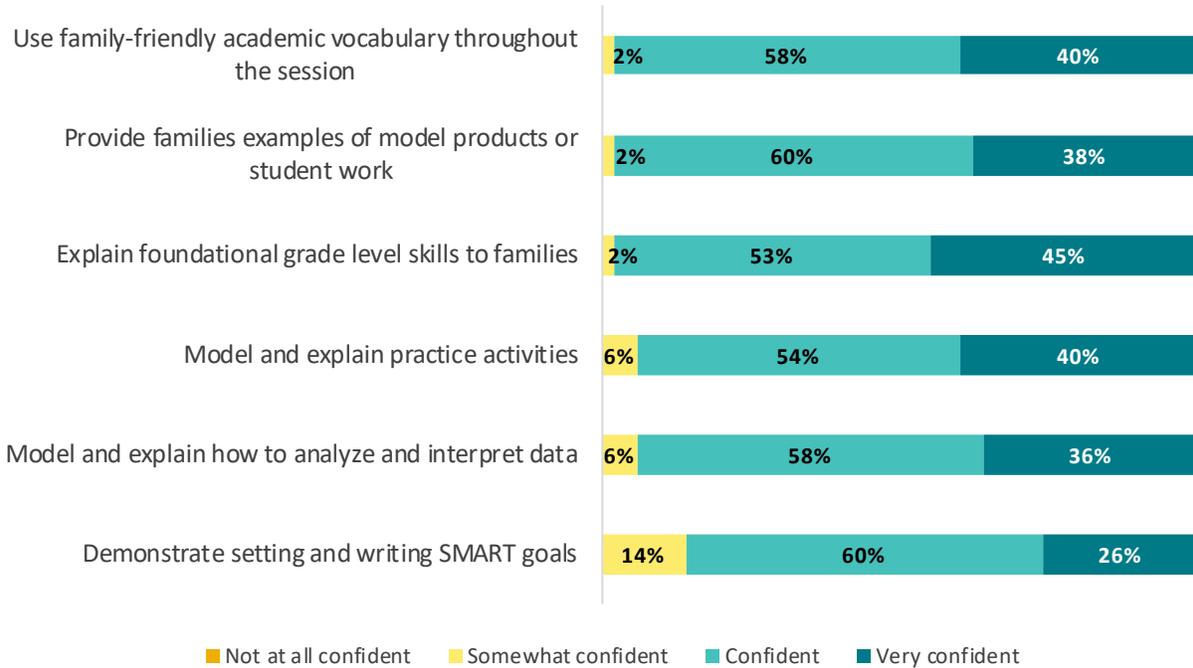
*I am confident in my ability to ...*



Source: Education Northwest analysis of 2021 Highline Public Schools APTT teacher survey data.

**Figure D6. HPS teachers' confidence in their ability to explain and model academic concepts, data, and activities with families, 2021 (N = 50)**

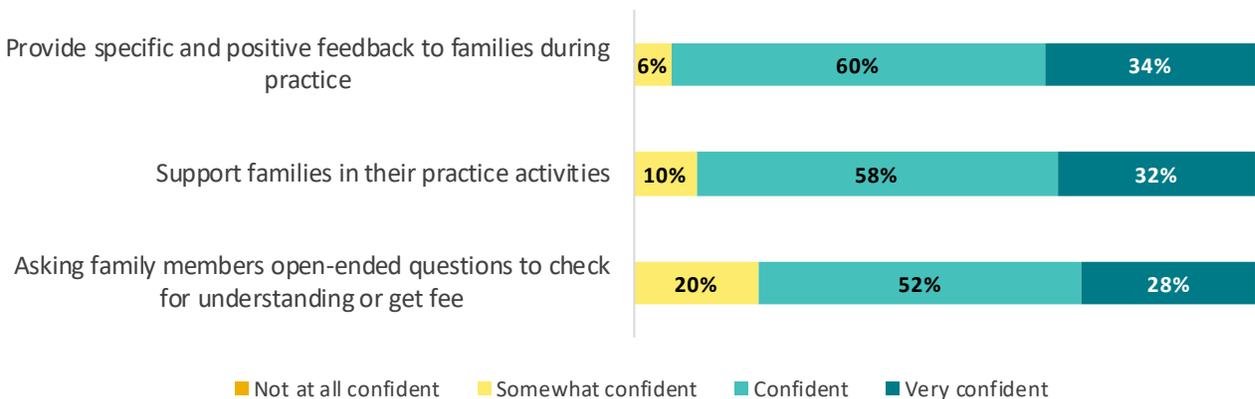
*I am confident in my ability to ...*



Source: Education Northwest analysis of 2021 Highline Public Schools APTT teacher survey data.

**Figure D7. HPS teachers' confidence in their ability to engage families in activities and discussion related to improving student academic outcomes, 2021 (N = 50)**

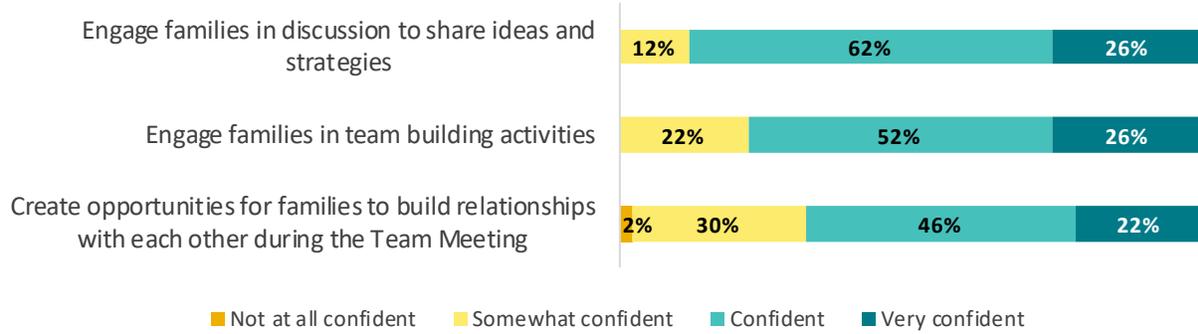
*I am confident in my ability to ...*



Source: Education Northwest analysis of 2021 Highline Public Schools APTT teacher survey data.

**Figure D8. HPS teachers' confidence in their ability to engage families in relationship-building activities, 2021 (N = 50)**

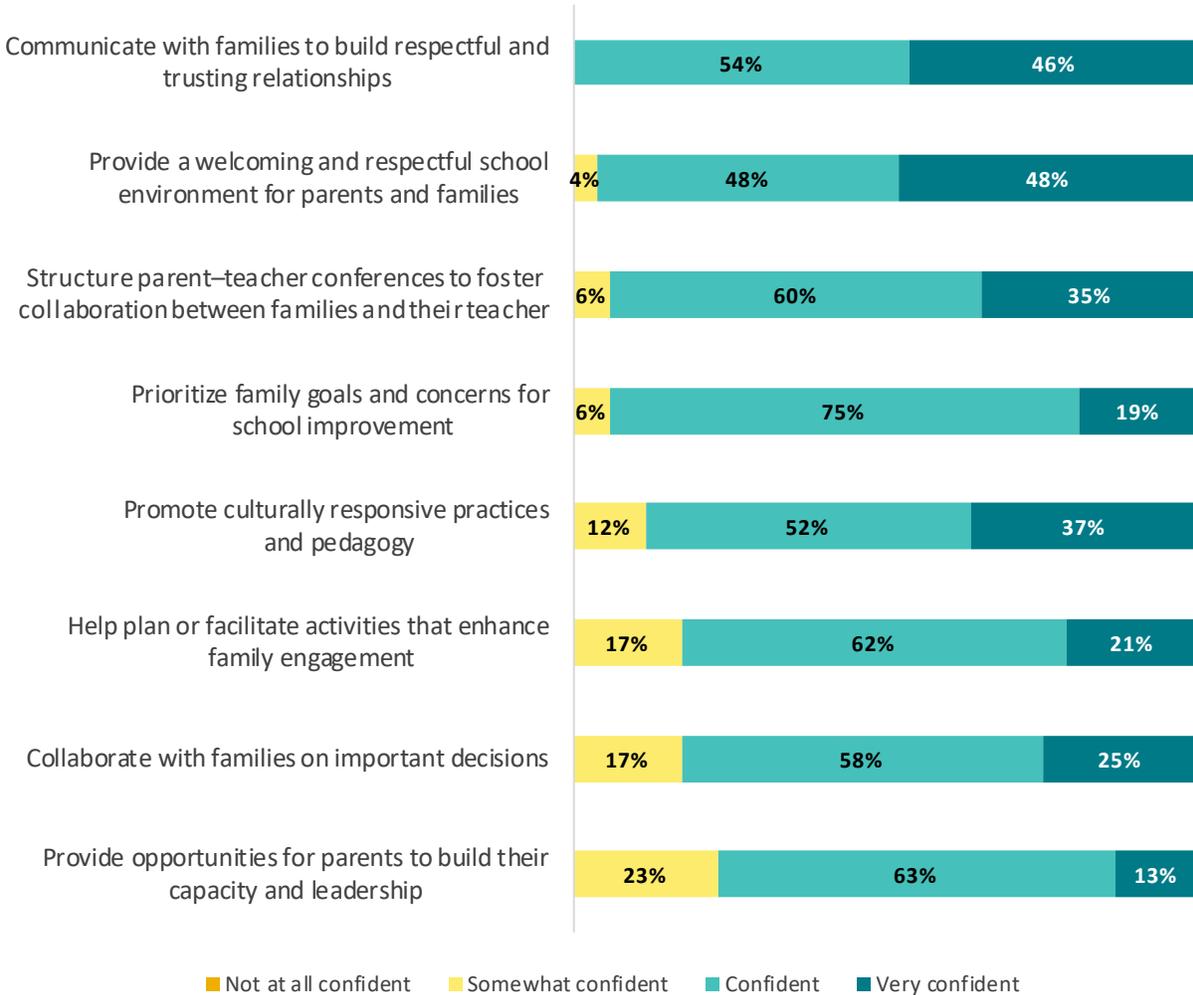
*I am confident in my ability to ...*



Source: Education Northwest analysis of 2021 Highline Public Schools APTT teacher survey data.

**Figure D9. HPS teachers' confidence in their ability to implement strategies that promote authentic school-family partnerships to support student success, 2021 (N = 52)**

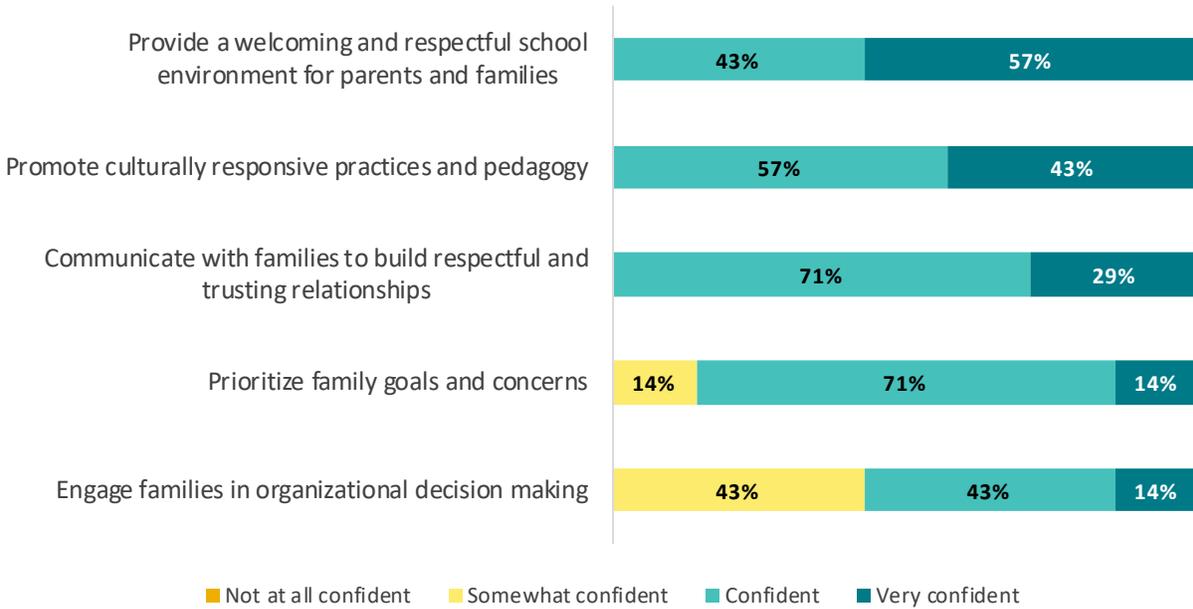
*I am confident in my ability to ...*



Source: Education Northwest analysis of 2021 Highline Public Schools APTT teacher survey data.

**Figure D10. HPS leaders' confidence in their ability to implement strategies that promote authentic school-family partnerships to support student success, 2021 (N = 7)**

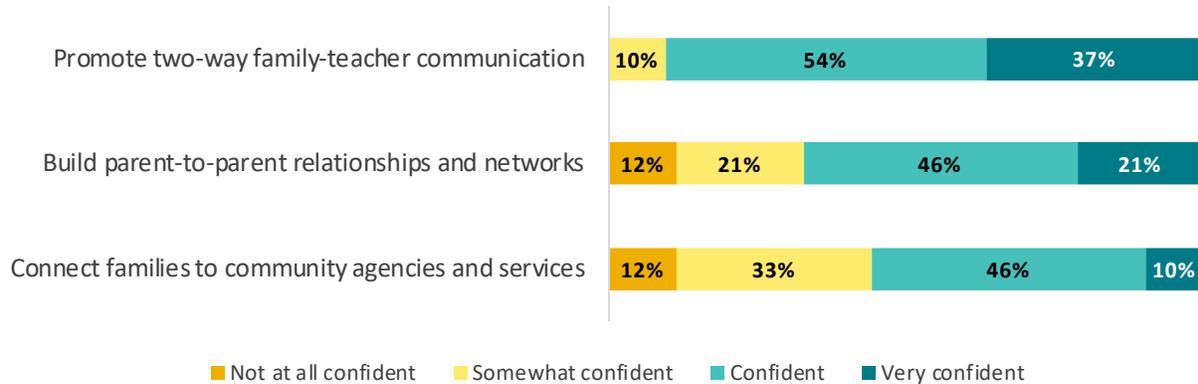
*I am confident in my ability to ...*



Source: Education Northwest analysis of 2021 Highline Public Schools APTT teacher survey data.

**Figure D11. HPS teachers' confidence in their ability to build connections among school staff members, families, and community agencies, 2021 (N = 52)**

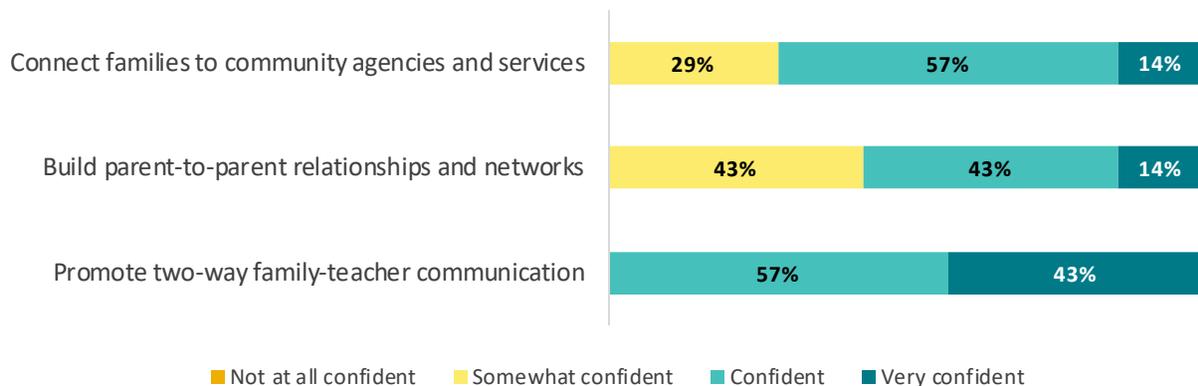
*I am confident in my ability to ...*



Source: Education Northwest analysis of 2021 Highline Public Schools APTT teacher survey data.

**Figure D12. HPS leaders' confidence in their ability to build connections among school staff members, families, and community agencies, 2021 (N = 7)**

*I am confident in my ability to ...*

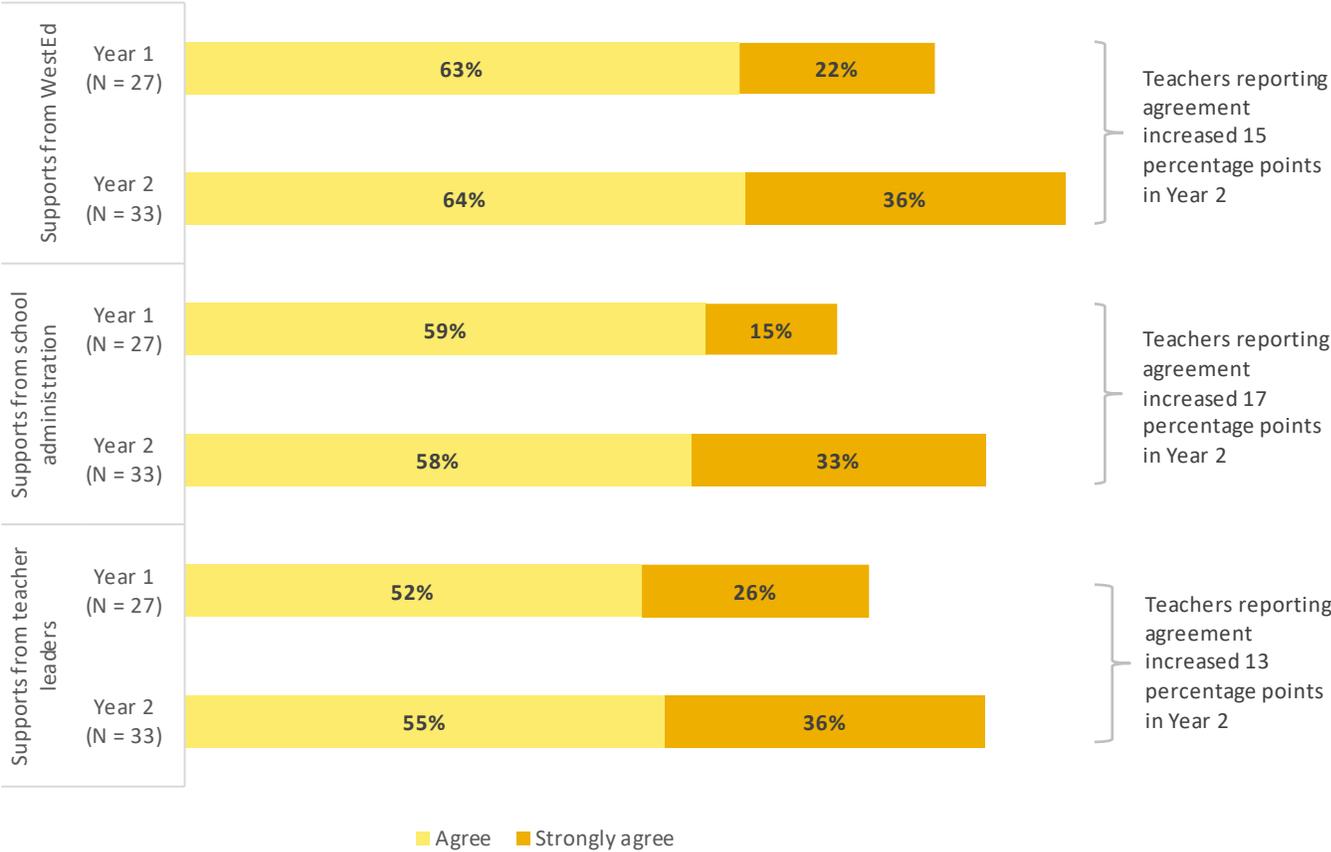


Source: Education Northwest analysis of 2021 Highline Public Schools APTT teacher survey data.

# Appendix E: Seattle Public Schools School Educator Survey Responses

The evaluation team administered a survey to all teachers and leaders at all three schools in the Seattle Public Schools (SPS) district that were implementing APTT in spring 2021. The following figures display survey findings.

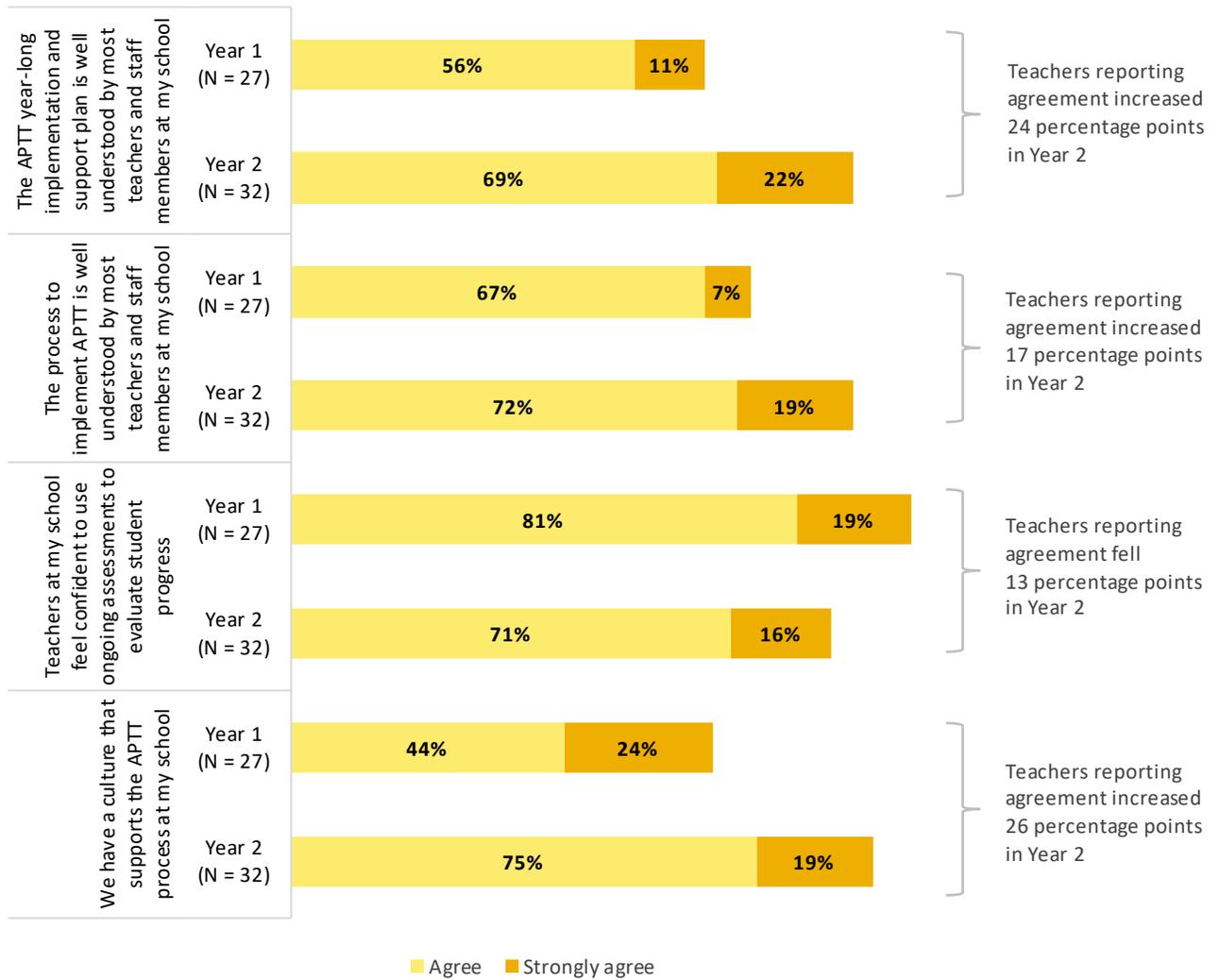
**Figure E1. Percentage of SPS teachers reporting agreement that they received adequate supports to implement APTT during Year 1 and Year 2**



Note: Brackets are used to call out differences from Year 1 greater than or equal to 10 percent. Differences in totals may appear due to rounding.

Source: Education Northwest analysis of 2021 Seattle Public Schools APTT teacher survey data.

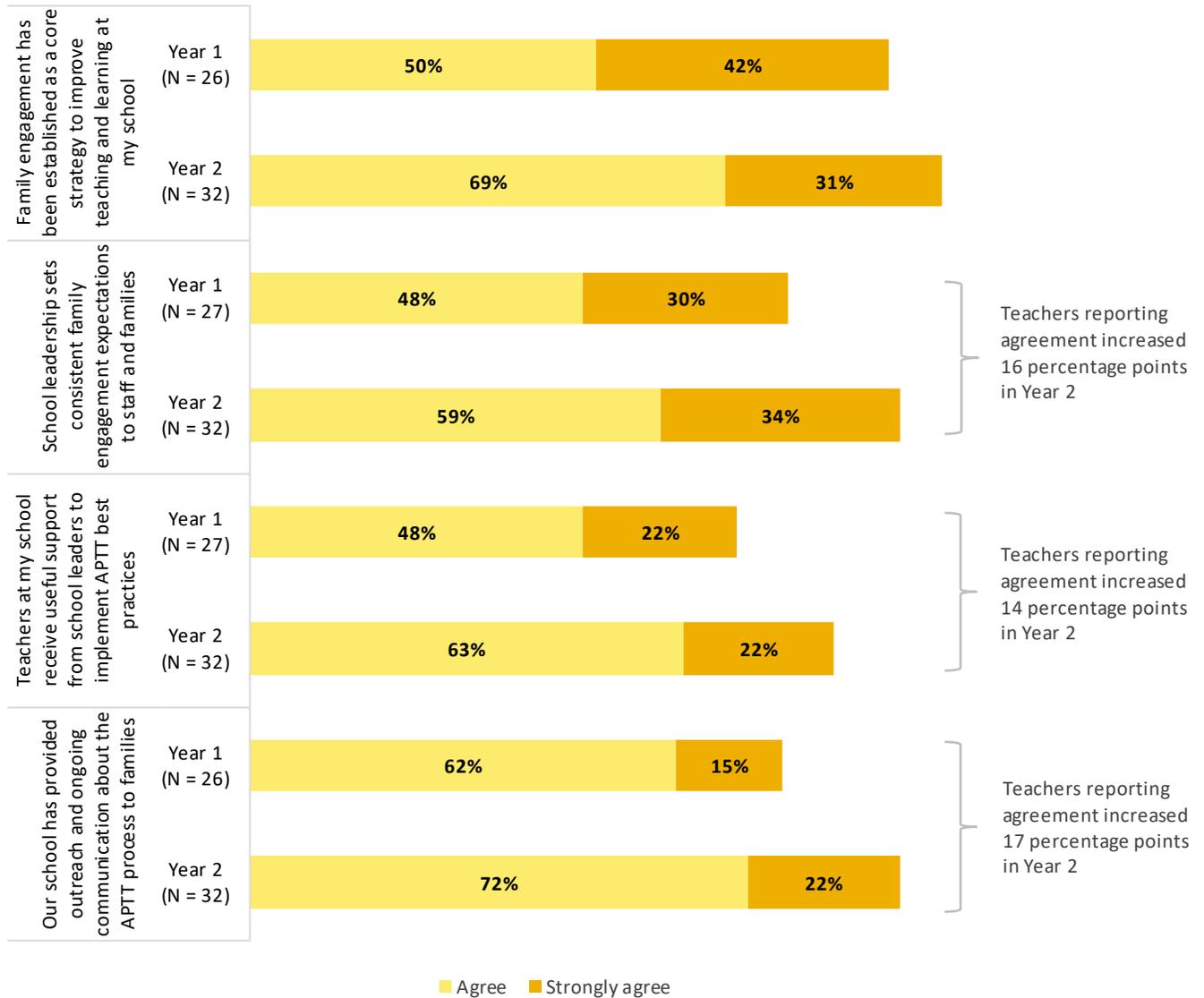
**Figure E2. SPS teachers' perceptions of staff members' understanding and support of APTT, Year 1 and Year 2**



Note: Brackets are used to call out differences from Year 1 greater than or equal to 10 percent. Differences in totals may appear due to rounding.

Source: Education Northwest analysis of 2021 Seattle Public Schools APTT teacher survey data.

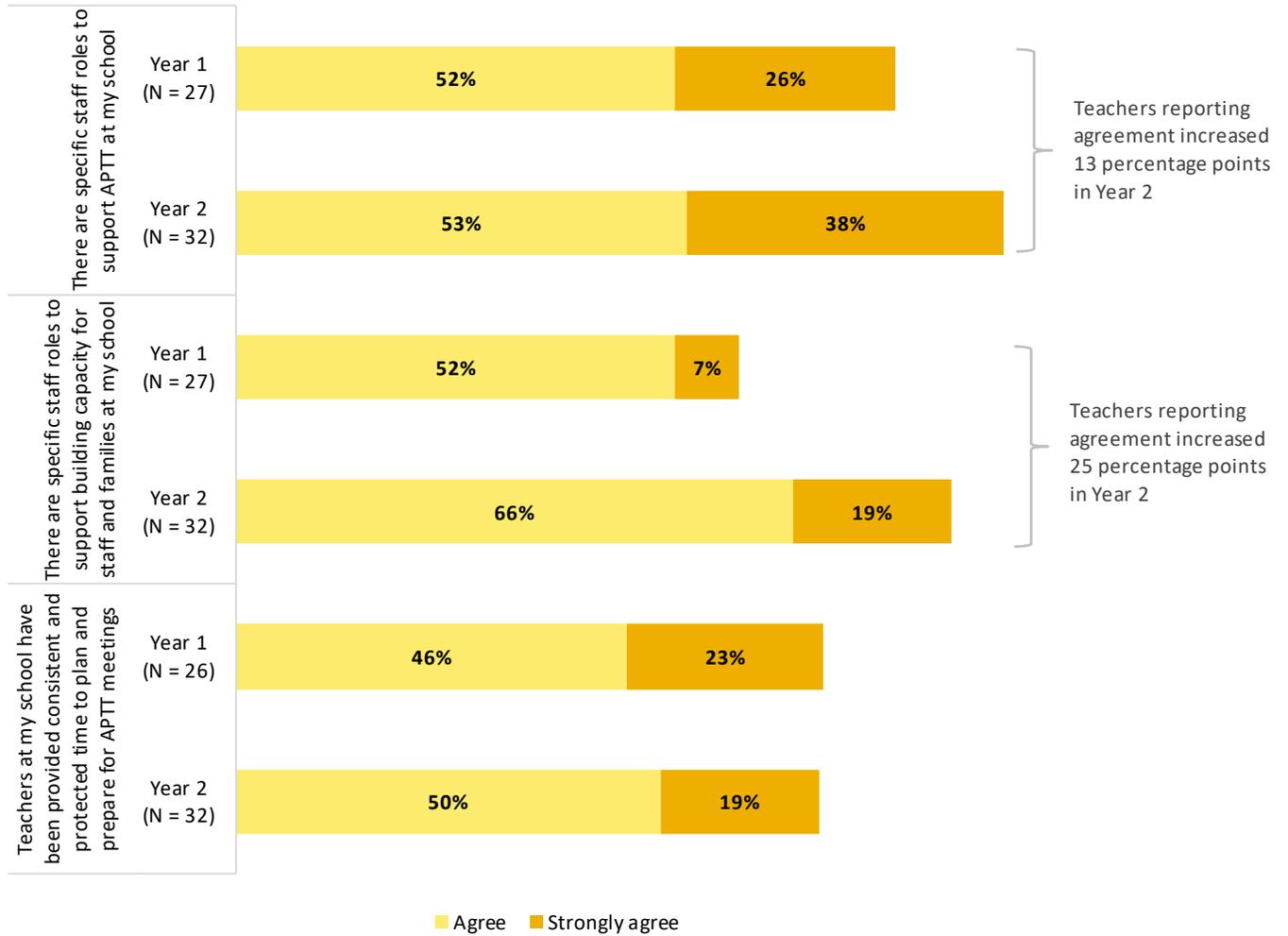
**Figure E3. SPS teachers' perceptions of school leaders' support of APTT, Year 1 and Year 2**



Note: Brackets are used to call out differences from Year 1 greater than or equal to 10 percent. Differences in totals may appear due to rounding.

Source: Education Northwest analysis of 2021 Seattle Public Schools APTT teacher survey data.

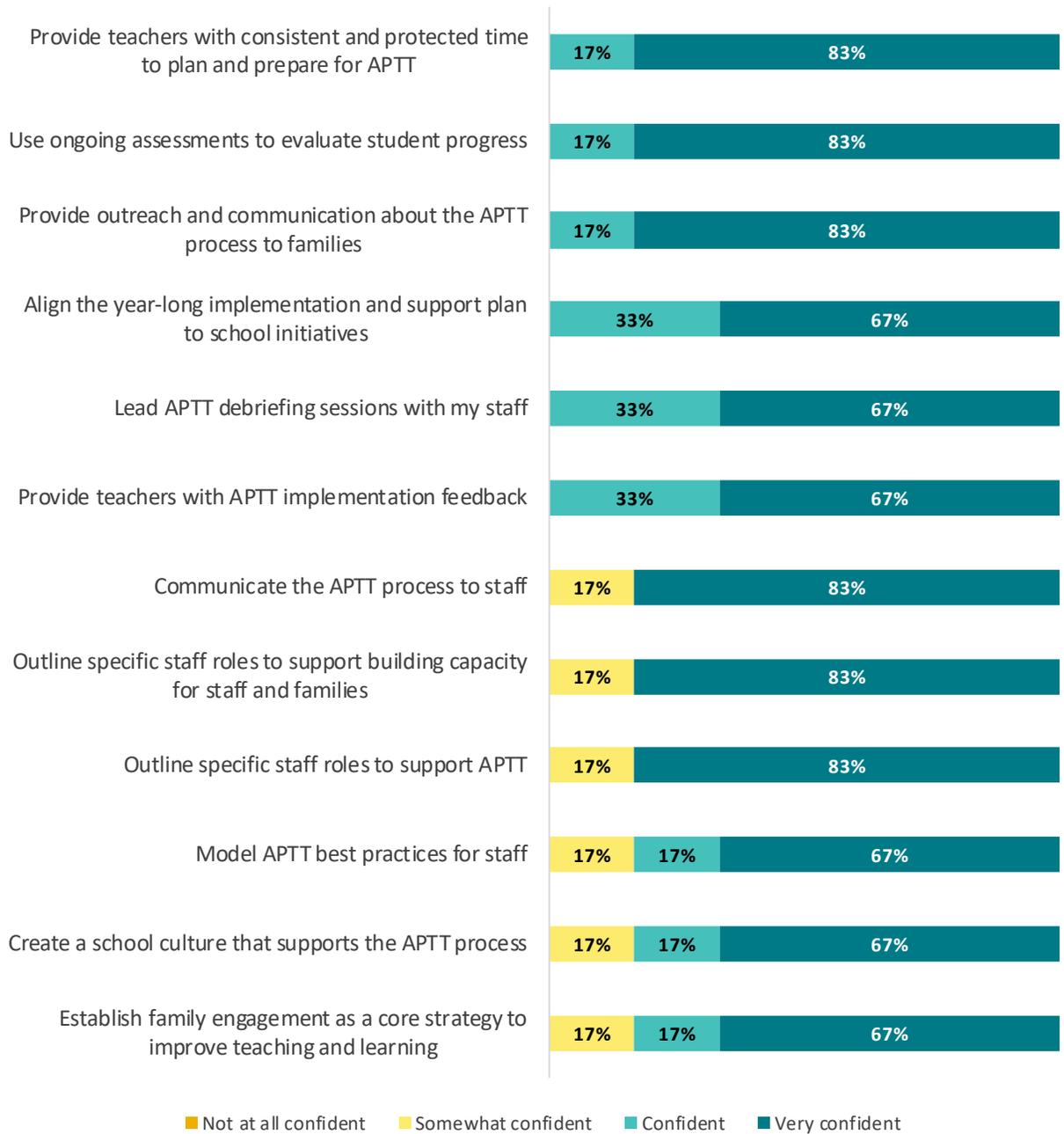
**Figure E4. SPS teachers' perceptions of school organizational supports of APTT, Year 1 and Year 2**



Note: Brackets are used to call out differences from Year 1 greater than or equal to 10 percent. Differences in totals may appear due to rounding.

Source: Education Northwest analysis of 2021 Seattle Public Schools APTT teacher survey data.

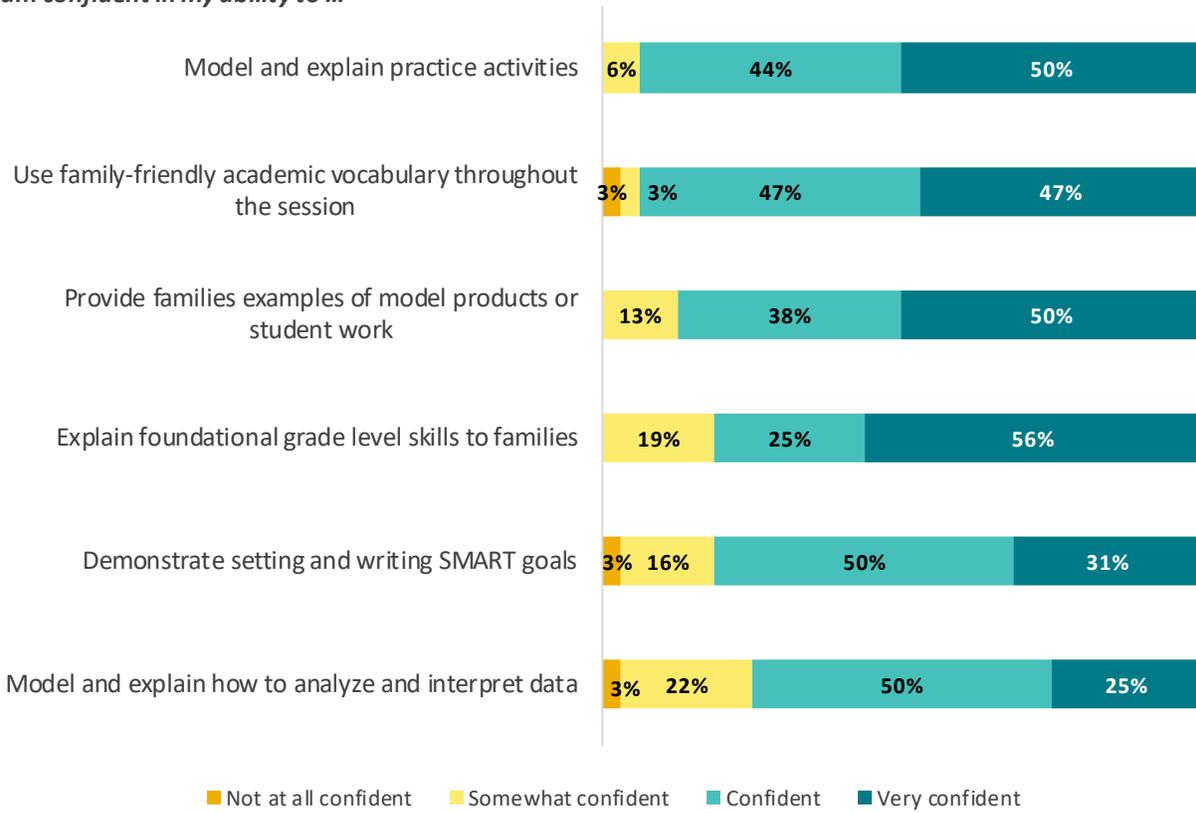
**Figure E5. SPS leaders' confidence in their ability to support and implement APTT, 2021 (N = 6)**



Source: Education Northwest analysis of 2021 Seattle Public Schools APTT teacher survey data.

**Figure E6. SPS teachers' confidence in their ability to explain and model academic concepts, data, and activities with families, 2021 (N = 32)**

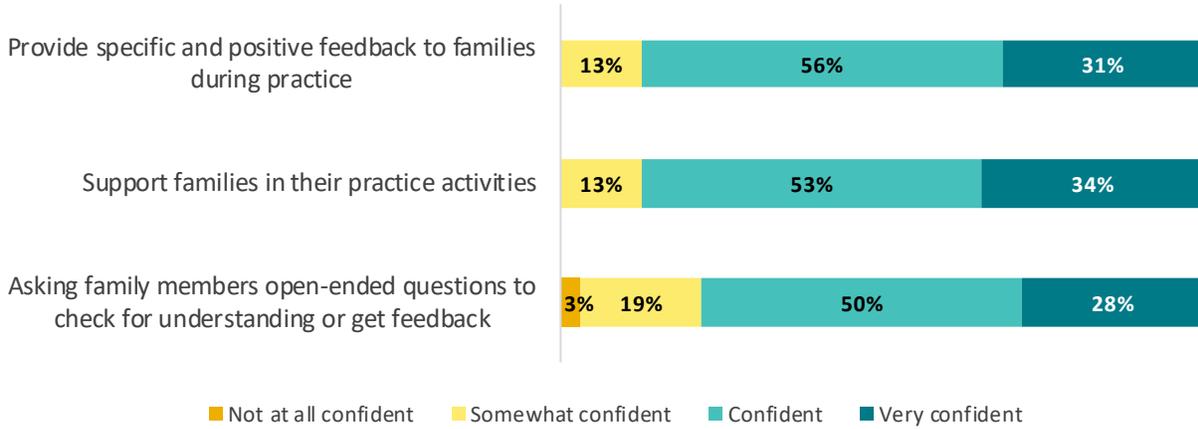
*I am confident in my ability to ...*



Source: Education Northwest analysis of 2021 Seattle Public Schools APTT teacher survey data.

**Figure E7. SPS teachers' confidence in their ability to engage families in activities and discussion related to improving student academic outcomes, 2021 (N = 32)**

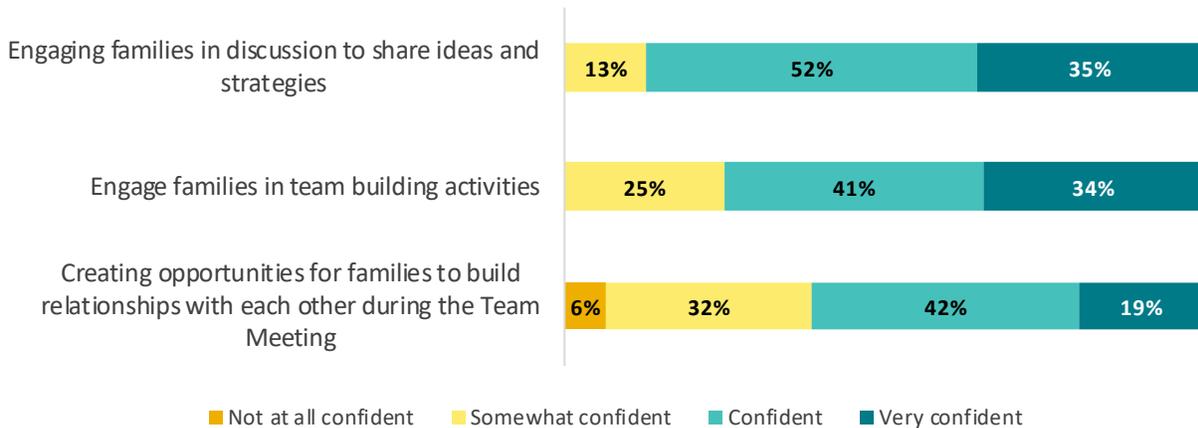
*I am confident in my ability to ...*



Source: Education Northwest analysis of 2021 Seattle Public Schools APTT teacher survey data.

**Figure E8. SPS teachers' confidence in their ability to engage families in relationship-building activities, 2021 (N = 32)**

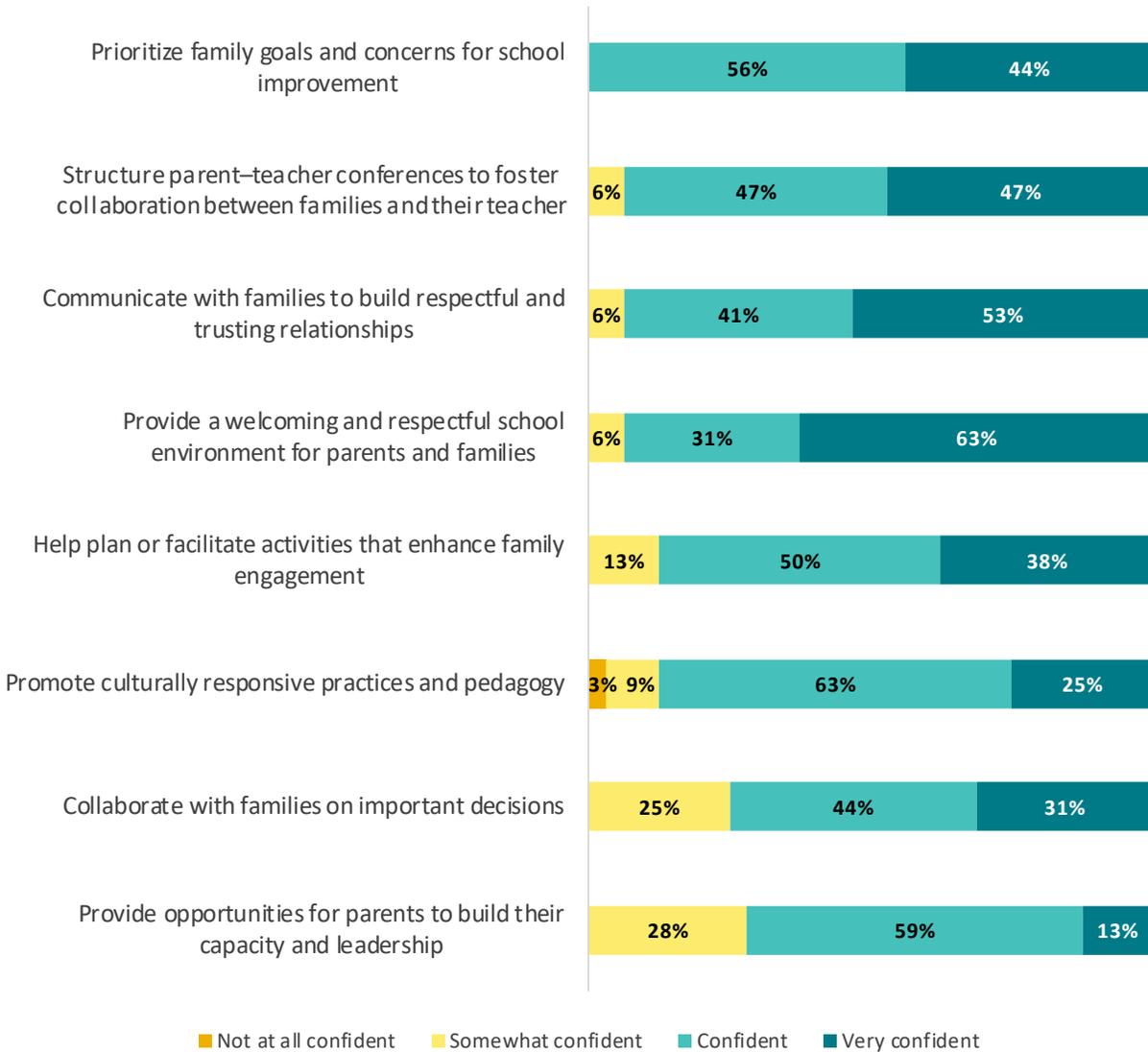
*I am confident in my ability to ...*



Source: Education Northwest analysis of 2021 Seattle Public Schools APTT teacher survey data.

**Figure E9. SPS teachers' confidence in their ability to implement strategies that promote authentic school-family partnerships to support student success, 2021 (N = 32)**

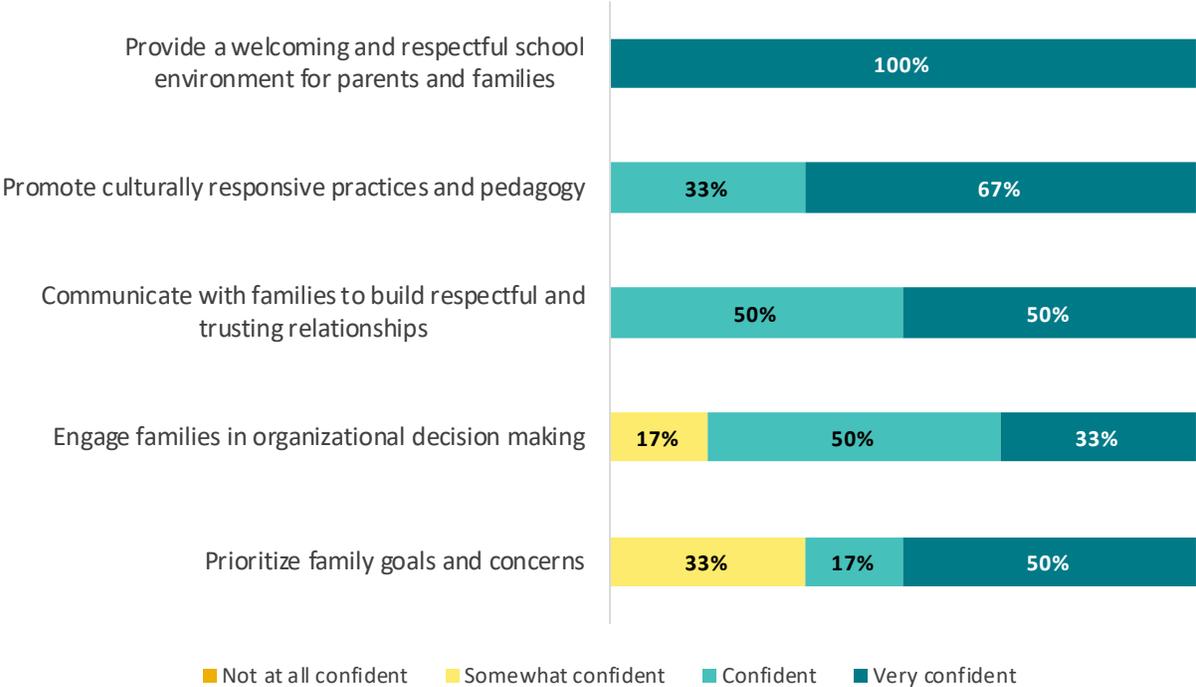
*I am confident in my ability to ...*



Source: Education Northwest analysis of 2021 Seattle Public Schools APTT teacher survey data.

**Figure E10. SPS leaders' confidence in their ability to implement strategies that promote authentic school-family partnerships to support student success, 2021 (N = 6)**

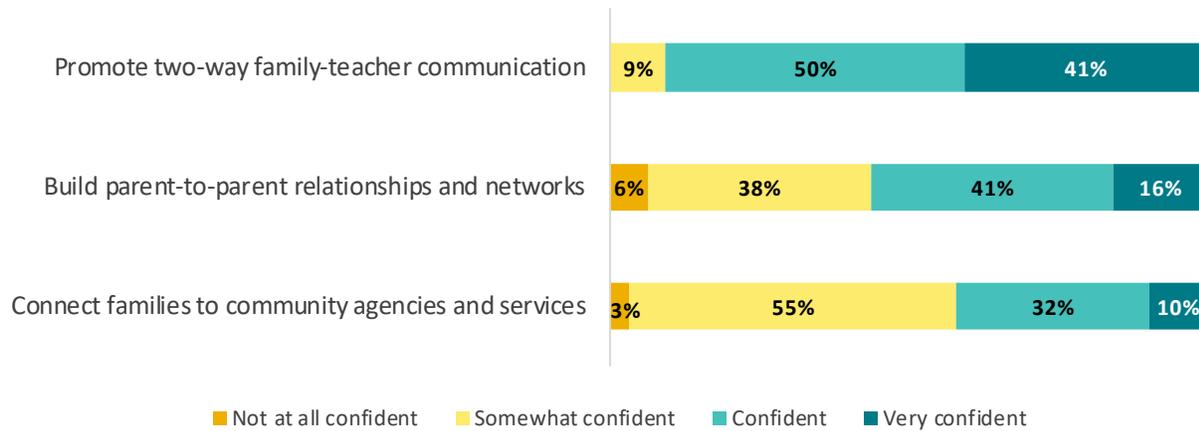
*I am confident in my ability to ...*



Source: Education Northwest analysis of 2021 Seattle Public Schools APTT teacher survey data.

**Figure E11. SPS teachers' confidence in their ability to build connections among school staff members, families, and community agencies, 2021 (N = 32)**

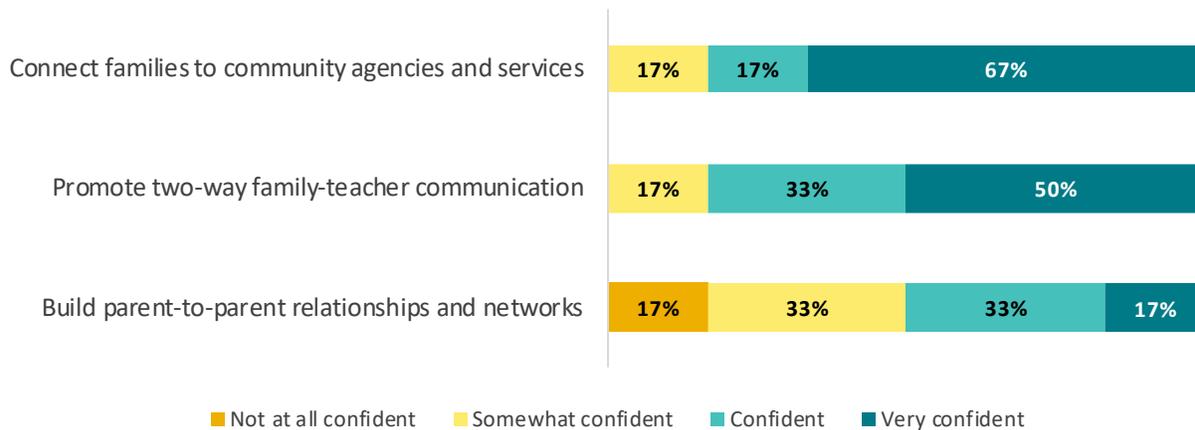
*I am confident in my ability to ...*



Source: Education Northwest analysis of 2021 Seattle Public Schools APTT teacher survey data.

**Figure E12. SPS leaders' confidence in their ability to build connections among school staff members, families, and community agencies, 2021 (N = 6)**

*I am confident in my ability to ...*



Source: Education Northwest analysis of 2021 Seattle Public Schools APTT teacher survey data.

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