

FAMILIES AND SCHOOLS THRIVING TOGETHER

Road Map Project Academic Parent Teacher Teams Initiative Year 3 Evaluation Report

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About Education Northwest

Education Northwest was founded in 1966 as a nonprofit committed to advancing equity in education. We use evidence to help our partners address educational challenges and improve learning.

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 3 implementation (2021-22) 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.¹ *Road Map Project Academic Parent Teacher Teams* is a three-year initiative in 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 on improving academic outcomes. Six elementary schools (Bow Lake, Hilltop, McMicken and Mount View in HPS and Rising Star and Thurgood Marshall in SPS²) participated all three years of the pilot (2019–2022).

Education Northwest conducted an external evaluation of the pilot. This report describes Year 3 implementation, associated changes in educator and family confidence and capacity since the start of the pilot, and lessons learned. Year 1 and Year 2 evaluation reports are available on the [CCER website](#).

Description of the APTT model

APTT is designed to offer families two opportunities to connect with teachers and each other around their child’s learning—family team meetings and individual meetings.

In classroom-wide *family team meetings*, adult family members learn about foundational skills their child is working on at school, their child’s progress on those skills in relation to the rest of the class, and activities they can use at home to support their child’s progress. These meetings are intended to be facilitated by teachers in person three times over the course of the year and not to include students.

Essential Elements of APTT Team Meetings

- Welcome and teambuilding activities to build connection
- Introduction of foundational grade-level skill via short lesson
- Discussion of relevant student data (class level with anonymized student data on a graph)
- Setting goals for helping students improve their skills
- Teacher modeling of activities families can do to practice skills at home
- Family practice of activities to support learning at home

Individual meetings allow teachers to connect one-on-one with families once a year (typically between the first and second APTT team meetings) to build positive relationships, discuss their personal goals and progress on grade-level foundational skills with their child, and model activities. As detailed in the Road

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

² Three SPS schools participated in the first two years of the pilot.

Map Project APTT Initiative Theory of Change (Appendix A), APTT aims to continuously improve long-term student academic achievement by building capacity for partnership between educators and families.

Pandemic adaptations

The COVID-19 pandemic impacted the number of APTT team and individual meetings schools offered, especially in HPS (table 1). Schools were expected to facilitate three team meetings each year of the pilot, for a total of nine. However, no schools were able to facilitate all three meetings in Year 1 and only SPS schools were able to do so in Years 2.

Table 1. APTT Team and Individual Meetings, 2019–2022

	Year 1	Year 2	Year 3
HPS	1–2 team meetings (in-person)	1 team meeting (virtual) individual meetings	3 team meetings (virtual) individual meetings
SPS	1–2 team meetings (in-person)	3 team meetings (virtual) individual meetings	3 team meetings (virtual) individual meetings

Other adaptations of the APTT model included:

- WestEd provided virtual training and technical assistance during Years 2 and 3.
- Starting in Year 2, all family team meetings were virtual and often included students.
- Starting in Year 2, some schools encouraged or allowed teachers to co-facilitate joint team meetings with teachers and families from other classrooms in their grade. In HPS, during Year 2 school leadership teams collaborated across schools to select goals and design sample activities.
- Starting in Year 2, teachers in HPS APTT pilot schools met individually with each family (virtual, at-school, or via home visit) to build relationships prior to the start of the school year as part of a districtwide family connection strategy. In collaboration with WestEd, HPS developed a protocol to help teachers use the family connection meetings to discuss APTT and provide families with an overview of what to expect over the school year. Family connection meetings were in addition to the individual meetings that typically occur between the first and second APTT team meetings.

About this report

In 2019, CCER contracted with Education Northwest to evaluate the Road Map Project APTT initiative. This report provides insight on regional, district, and school efforts to implement APTT in schools serving families from multiple language and cultural backgrounds.

The evaluation focused on three core questions:

1. To what degree are schools implementing the APTT model as intended, and what factors support implementation and scaling?
2. What evidence is there of changes in school culture and capacity for family-school partnerships?
3. How is implementation of the APTT model associated with student learning?³

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.

Data sources

At the end of 2021, Education Northwest evaluators gathered information from educators and families regarding implementation of APTT (EQ1) and progress in developing capacity⁴ for family-school partnership (EQ2). The findings in this report are based on the analysis of multiple data sources across six schools (table 2). See Appendix C for more detail on the analysis methodology.

Table 2. Data sources for the Road Map Project APTT initiative evaluation, Year 3

Source	Year 3 total participants	Highline Public Schools participants and schools	Seattle Public Schools participants and schools
Family survey	123	83 (3 schools)	40 (2 schools)
Family focus group	19	17 (4 schools)	2 (1 school)
Teacher survey	44	28 (4 schools)	16 (2 schools)
Teacher focus group	2	2 (1 school)	0 ¹
School leadership team survey	11	7 (4 schools)	4 (2 schools)
School leadership team interview	14	9 (3 schools)	5 (2 schools)
District leader interview	7	4	3

¹ No teacher focus groups were facilitated in SPS due to lack of teacher capacity.

³ Data quality issues due to the pandemic limited our ability to analyze student academic progress over time. We will share preliminary data on student academic achievement in Year 3 with the partners for the purpose of continuous learning.

⁴ This evaluation is informed by the dual capacity framework (Mapp & Kuttner, 2013), which discusses family and educator capacity in terms of the “4Cs”: capabilities (skills and knowledge), connections (network), cognition (shifts in beliefs and values), and confidence (self-efficacy).

Summary.Cross-District Themes



APTT implementation progress

- Teachers at all schools facilitated three online meetings in Year 3, either with their own classroom or in collaboration with other teachers, with a more intensive focus on math skills for grades 3–5.
- School leadership teams put in place many of the supportive conditions for APTT, especially organizational structures.
- Families perceived APTT meetings as important to attend and conveniently scheduled, but inconsistent access to language services posed a barrier for some.
- Families and educators saw both pros and cons with online APTT meetings, with most families preferring virtual meetings.
- Families reported positive experiences with APTT team meetings and teachers reported increased confidence in implementing many essential elements since Year 1.
- Many families reported gaining new capacities and confidence through APTT meetings, although they were less likely to report increased connections. Some outcomes varied across racial and ethnic groups.



Overall culture and capacity for partnership

- Teachers and leaders increased their confidence in using asset-based mindsets and practices to develop two-way partnerships with families.
- APTT helped build rapport between families and educators and opened the door for more two-way communication.
- Educators reported less confidence in skills related to cultivating family capacity and networks.



Support for continuous learning

- Educators generally felt WestEd and district staff supported them in implementing APTT, especially through teacher planning sessions.
- School leaders felt confident in continuing APTT without WestEd coaching and prioritized further district supports to promote adequate funding, sustained teacher engagement, and cross-school communication and consistency.
- Families recommended that APTT meetings include interpretation, more interaction, more contact with teachers, and more diverse subjects and skills.
- Teachers suggested improvements in compensation, activities, and outreach.

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. While several schools in the district had already implemented versions of APTT, this pilot was an opportunity for the district to create a more unified support system, starting with four schools: Bow Lake, Hilltop, McMicken, and Mount View.

APTT is aligned with HPS’ theory of action for family engagement, strategic plan, and equity framework and is supported by multiple staff members at the district level (table 3). Additional time for APTT teachers to meet individually with families is integrated into the district’s bargaining agreement and the district provides funds for teacher time, language access services, and APTT meeting supplies. During Year 3, teachers and leaders continued to collaborate across schools on the design of APTT meetings. For the first time in the pilot’s three years, all schools facilitated all three team meetings.

Table 3. Highline Public School family engagement systemic supports

Role	Supports
Director of family and community partnerships	Worked with CCER, WestEd, and Education Northwest to implement and evaluate APTT across all pilot schools. Coordinated the work of family engagement specialists, with support from the chief engagement and partnership officer.
Family engagement specialist	Four district staff members directly supported pilot schools around strategies for APTT, such as engaging families and coordinating meeting logistics.
School administration and APTT champions	Implemented APTT within pilot schools, supported APTT teachers, and coordinated with district leadership and WestEd for implementation.

In addition to supporting APTT, districts supported two-way partnerships between schools and families during Year 3. For example, they required training for all staff in the use of language access resources (e.g., phone interpretation) and included families and discussion of APTT lessons learned in a district-wide leadership forum. As part of this work, each school drafted its own goals for student and family engagement.

“As a district, we made a commitment in our leadership team to really dive deep into what family and community engagement means and is here in Highline....we carved out time to make sure we were having those conversations.”

– HPS leader

Summary of findings for Highline Public Schools (2019–2022)



APTT implementation progress

- **In Year 3, most teachers facilitated three online meetings with their own classroom and focused on the same skills across their grade.** K–2 meetings covered both English language acquisition (ELA) and math skills over the course of the year, while grade 3–5 meetings primarily focused on math. Some teachers facilitated meetings within their own classroom while others held combined meetings with other teachers.
- **Since Year 1, school-level leadership teams improved conditions for APTT implementation.** Teachers reported increased structural support for APTT implementation since Year 1. While there is strong commitment to family engagement and growing support for APTT, there is room to clarify expectations, processes, and support for implementation. Leaders commonly emphasized learning the importance of having the right leadership team and champion in place to support school-level implementation.
- **Families and educators relayed both successes and challenges in outreach, access, and participation in APTT team meetings.** In Year 3, families appreciated schools' multipronged outreach approach. Most families reported that the APTT meetings were important and conveniently scheduled, but like educators they noted barriers to participation such as inconsistent access to interpretation and translation services. Families and educators see both pros and cons with online APTT meetings, with most families preferring virtual meetings.
- **Families reported positive experiences with APTT team meetings and teachers increased confidence in implementing many essential elements since Year 1.** Overall, families found APTT meetings and the information and games provided to be useful. Families and educators offered positive reports of data sharing and goal-setting activities, which were initially areas of concern for some teachers. While teachers increased their confidence in relationship-building practices, the strength of the connections families were able to build varied. Educators and families continued to report less change in family-to-family connections, with some exceptions.



Overall culture and capacity for partnership

- **Teachers increased their interest and confidence in using many asset-based practices to develop two-way partnerships with families.** Since Year 1, teachers' awareness of the value of partnering with families to support learning has grown. While teachers steadily increased their confidence in using many asset-based practices since Year 1, confidence in developing two-way relationships was less consistent.



APTT implementation progress (2019–2022)

In this section we discuss Year 3 APTT activities across the four HPS schools as well as their progress since Year 1 in creating school-level conditions to support implementation.

In Year 3, most teachers facilitated three online meetings with their own classroom and focused on the same skills across their grade.

K–2 meetings covered both ELA and math skills over the course of the year, while grade 3–5 meetings primarily focused on math.

Teachers at each school collaborated as a grade-level team to focus on a common set of foundational skills in their APTT meetings. Meetings for grades K–2 students focused on either math skills (e.g., number recognition, counting, fluency with addition, subtraction) or ELA skills (e.g., letter sounds, sight words, comprehension). All but one meeting for grades 3–5 students focused on math skills (e.g., fluency with multiplication, division, fractions, and decimals).

Some teachers facilitated meetings with their own classroom while others held combined meetings with other teachers.

At one school, all teachers facilitated meetings with families from their own classroom. In two schools, most teachers facilitated meetings with their own classroom, except for some in grades 4–5.

Since Year 1, school-level leadership teams improved conditions for APTT implementation.

Teachers reported increased structural support for APTT implementation since Year 1.

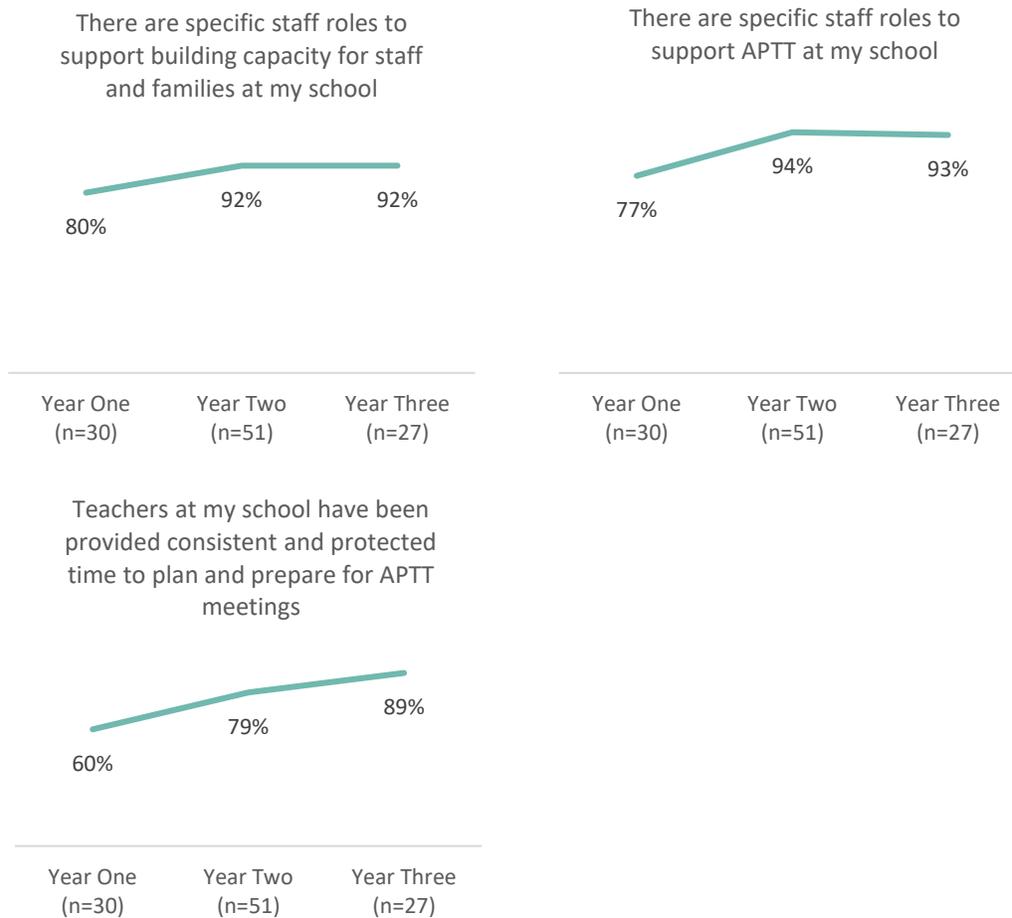
Overall, 92 percent of teachers felt supported by school administrators in implementing APTT and 89 percent felt supported by teacher leaders. While these levels of overall agreement are the same as in Year 2, the percentage of teachers who strongly agreed that they received adequate support from administrators increased by 33 percentage points.

Over the course of the pilot, leadership teams used common timelines, reminders, and templates to streamline and systematize APTT implementation. Teacher survey results indicate that the greatest progress since Year 1 came in areas such as planning, clear roles, and provision of protected time for teachers to work on APTT (figure 1).

“It was fabulous to have a very clear timeline of when you should hand out forms, when you should have data ready, when you should have your presentation slides done.”

– HPS teacher

Figure 1. HPS teachers reported increasing structural support for APTT (2019–2022)



Note: The figure displays responses to the prompt “Please indicate the extent to which you agree with the following statements.”

Source: Education Northwest analysis of 2019–2022 APTT teacher survey data.

While there is strong commitment to family engagement and growing support for APTT, there is room to clarify expectations, processes, and support for quality APTT implementation.

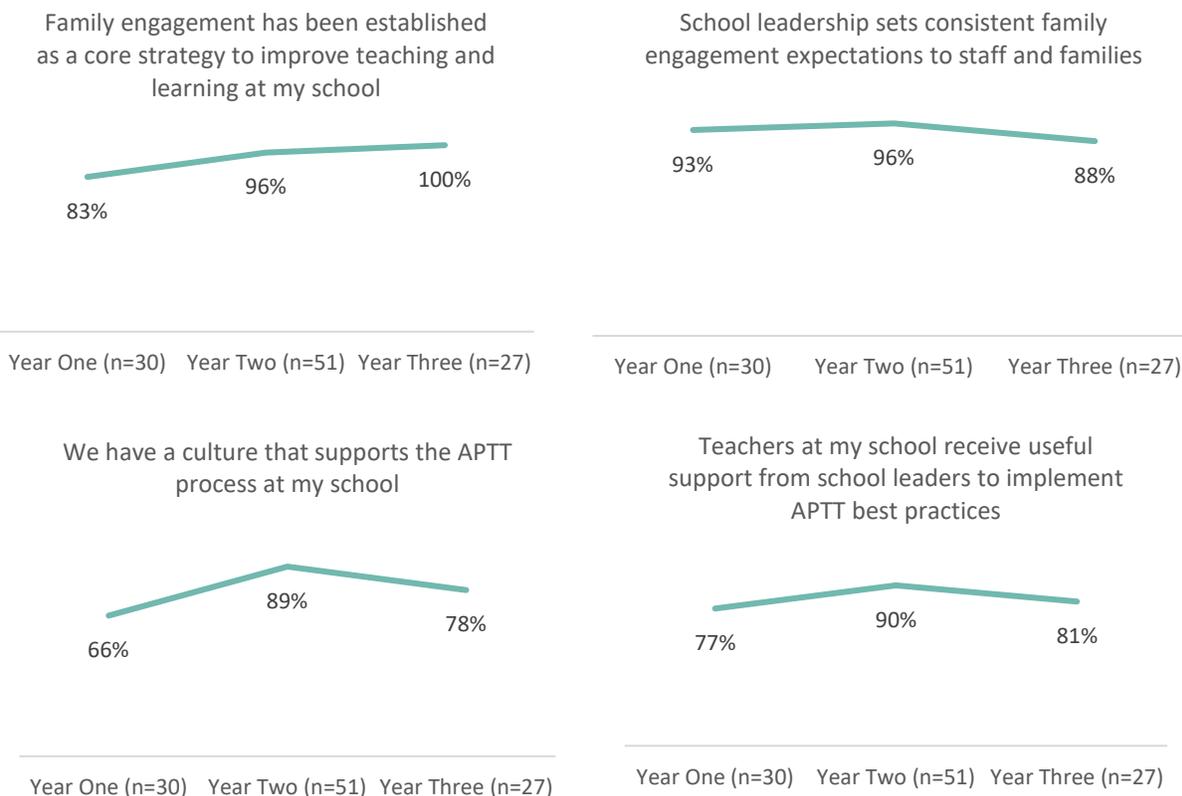
Leaders perceived teachers as increasingly “taking ownership” of APTT implementation. By Year 3, school and district leaders reported stronger cultural support for APTT among educators, even in schools where there was initial resistance. Some schools embraced the practice early while other schools “grew into it” with time as families provided positive feedback and teachers experienced stronger relationships with families. As one leader noted: “I think there is a shift in that teachers were like: ‘Yep, this [APTT] is a good way to do parent engagement.’”

Teacher surveys show progress as well as opportunities to improve communication, culture, and continuous learning. All teachers reported that family engagement is established as a core learning strategy at their school (an increase of 17 percentage points from Year 1) yet there was a decline of

eight percentage points in teachers reporting clear expectations for teachers and families (figure 2). Teacher surveys show uneven improvement in their perceptions of cultural support for APTT, with an overall increase of 12 percentage points since Year 1 but a decline since Year 2. There was little or no change since Year 1 in other dimensions of cultural support and communication, such as understanding the annual APTT implementation and process.

To support continuous learning and improvement, school leaders used staff meetings to model APTT practices such as data sharing, providing sample activities from previous years, and sharing lessons learned across grades. In the survey, 71 percent of leaders reported confidence in developing staff learning communities related to family engagement, an increase of 38 percentage points from Year 1. Teacher surveys show uneven progress, albeit slightly improved since Year 1, in their experiences of support from school leaders in implementing APTT best practices (figure 2). This aligns with focus group data in which teachers could not offer examples of coaching or feedback from school leaders.

Figure 2. HPS teachers reported uneven progress with school culture and continuous learning for APTT (2019–2022)



Note: The figure displays responses to the prompt “Please indicate the extent to which you agree with the following statements.”

Source: Education Northwest analysis of 2019–2022 APTT teacher survey data.

Leaders commonly emphasized learning the importance of having the right leadership team and champion in place to support school-level implementation.

APTT school leadership teams often included members in differentiated roles related to three key sets of activities. The specific staff members leading these activities varied across schools and, in some cases, across the three years of the pilot. The activities included:

- Communication and culture (e.g., outreach to families and teachers).
- Organization and systems (e.g., preparing materials, providing templates, and timelines).
- Continuous learning and improvement (e.g., coaching teachers to select focus skills).

In surveys over the course of the pilot, leadership team members reported increased confidence in their capacity to create school-level conditions for APTT, especially related to school culture and staff roles (increases of 52 and 36 percentage points from Year 1, respectively).

Leaders suggested that the APTT champion needs to understand and believe in the model, have influence with teachers, and have capacity to manage the workload. Leaders also affirmed the value of having the principal continually articulate the importance of APTT to the school's overall vision and plan. Principals communicated that APTT is a school priority by participating in APTT meetings and by inviting families to participate. They promoted coherence by explaining how APTT supports their school's race and identity work, building APTT into their annual school improvement plans, and helping teachers to see how partnering with families during APTT is an opportunity to improve their teacher evaluation.

"I think it's that we just keep threading that same [asset-based] language and that same vision through everything that we do."

– HPS leader

Families and educators relayed both successes and challenges in outreach, access, and participation in APTT team meetings.

In Year 3, families appreciated schools' multipronged outreach to improve family participation in meetings.

Outreach included teacher phone calls and text messages, schoolwide newsletters, and flyers. Teachers reported that access to interpretation services, when available, facilitated direct invitation of individual families.

After focusing on students as messengers (e.g., teaching games in class, offering meeting attendance incentives such as class parties or raffles of laptop computers) in at least two schools, leaders found that students were participating in APTT meetings without their families. To increase adult participation,

teachers communicated more detailed instructions to children about students' and family members' roles and the importance of adult family members' participation in the meetings.

In focus groups and in open-ended survey comments, families expressed appreciation for the frequency and diversity of outreach they received from schools. Some families found the school's promotion of the APTT meetings via incentives helpful in generating excitement among students and parents alike. Others noted that they appreciated the effort but planned to participate in the meetings regardless of incentives.

"My child's teacher ... emailed me, sent reminders on Remind App and put fliers in my daughter's backpack to make sure we are involved. APTT helped me so much because I was updated with what my daughter is learning, and things I can do ahead to prepare her for the upcoming learning. I'm so grateful because it was so simple to join the meeting, and everyone was so welcoming."

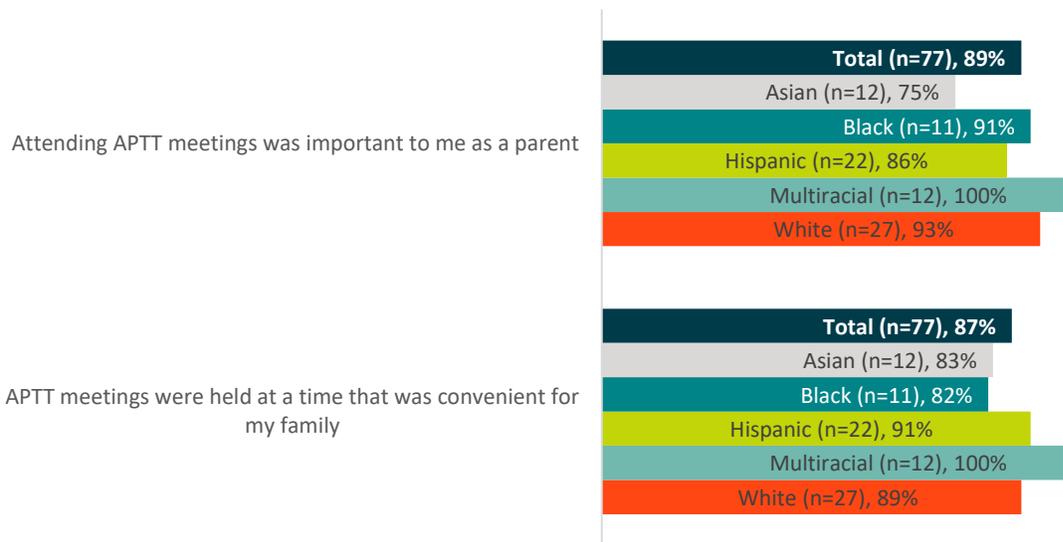
– HPS family

Most families reported that the APTT meetings were important and conveniently scheduled, but like educators they noted barriers to participation.

On the survey, 89 percent of families reported that participating in APTT meetings was important to them as parents, with multiracial, white, and Black families reporting the highest levels of agreement (figure 3). Families commonly said in focus groups that the APTT meetings were important for them to understand how to support learning at home. Noting the importance of the APTT meetings, in one focus group families said that they shared their experience and resources with parents who were not in attendance.

Most families indicated that the meeting times were convenient for them (figure 3). Family survey respondents who did not attend any APTT meetings gave reasons such as not receiving information, inconvenient meeting times, or preferring in-person meetings.

Figure 3. HPS families perceived APTT meetings to be important to attend and conveniently scheduled, by student race-ethnicity (2022)



Note: Figure displays responses to the prompt “Please click the button that best describes how much you agree with each of the statements below.”

Source: Education Northwest analysis of 2022 APTT family survey data.

Leaders and teachers expressed concern that the families of the students who may benefit most were not participating in APTT meetings, either due to scheduling conflicts or other commitments. In one school, leaders scheduled team meetings across two nights so that families with children in multiple grades could attend more than one meeting.

Some teachers requested more meeting time flexibility to better fit families’ schedules. One leader noted both the challenge and urgency of engaging these families, given students’ need for additional support and teacher investment in the APTT model.

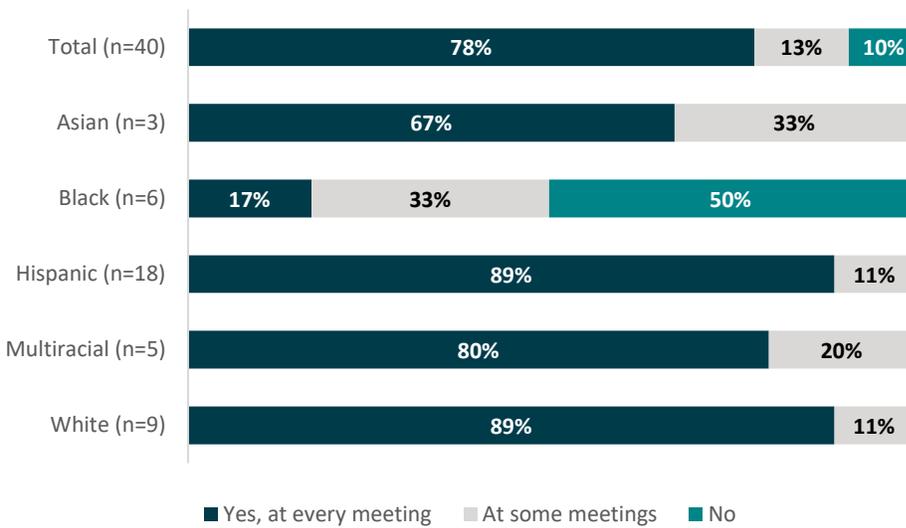
Inconsistent access to interpretation and translation services posed a barrier to family engagement in APTT meetings.

Seventy-eight percent of family survey respondents who said they desired interpretation and translation services reported that these services were available at every APTT meeting (figure 4). Language access was most limited for Black and Asian families. In two focus groups, families described how lack of interpretation during some of the meetings left them feeling disengaged from other families and from teachers. For example, one family reported highly positive experiences in meetings with interpretation, but was unable to participate when there was no interpretation available.

“I like the [APTT] meetings very, very much, except that the last time [when] there was no interpreter, and I don’t speak English ... I really got nothing out of it.”

– HPS family

Figure 4. HPS families reported inconsistent interpretation and translation availability for APTT meetings, by student race-ethnicity (2022)



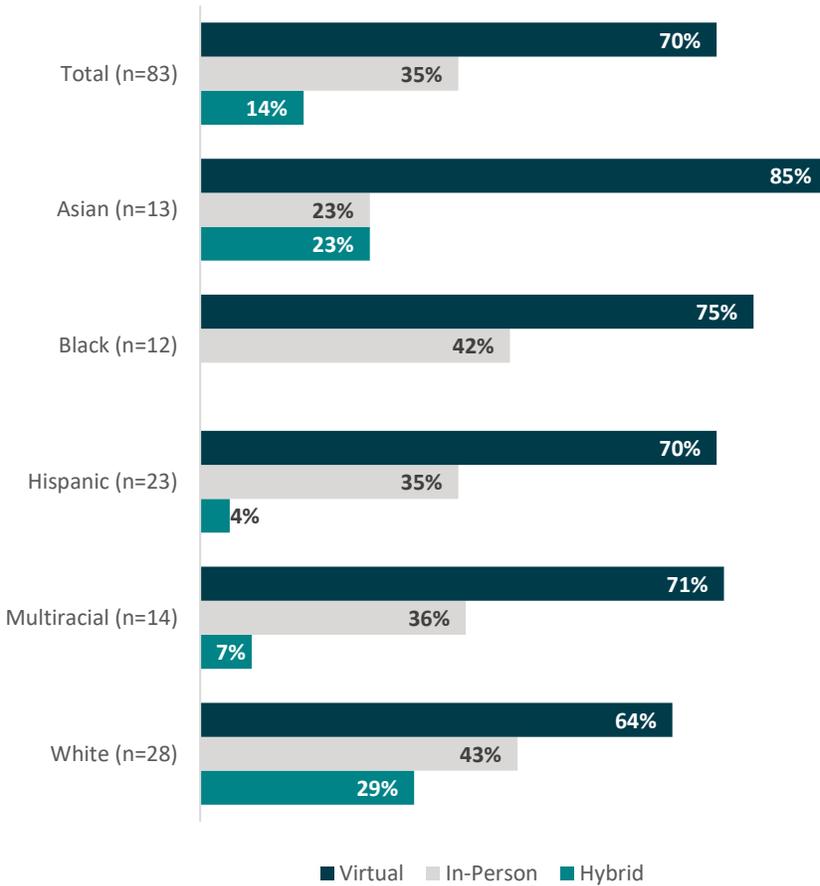
Note: The figure displays responses to the question “Were language interpretation or translation available for you at the meetings?” A total of 37 respondents (48% of the sample) reported not needing translation services and are not included in the figure data.

Source: Education Northwest analysis of 2022 APTT family survey data.

Families and educators see both pros and cons with online APTT meetings, with most families preferring virtual meetings.

On the survey, 70 percent of families shared a preference to continue meetings online (figure 5). However, in focus groups and open-ended survey comments, families expressed mixed feelings about online APTT meetings. While many families favored the flexibility and accessibility of online meetings, some missed the in-person interactions with other parents and teachers. Educators noted that while meeting online made it more convenient for some families to participate, they also expressed concerns about the challenges of facilitating parent-to-parent connections online. Both families and educators offered examples of times when technological issues prevented families from participating in the meetings.

Figure 5. HPS families preferred online meetings, by race-ethnicity (2022)



Note: Figure displays responses to the prompt “I prefer to participate in APTT meetings: [select all that apply].”

Source: Education Northwest analysis of 2022 APTT family survey data.

“I think on Zoom is more comfortable because I can attend from anywhere. The families are not going to engage [in person] because everybody’s scared of the coronavirus.” – HPS family

“Having multiple modalities, I think, is really important for access for families.” – HPS family

“I would like to see a return to face-to-face meetings to really get to know my son’s classmates and their families. I feel that the personal relationship between all of us has been lost.” – HPS family

Families reported positive experiences with APTT team meetings and teachers increased confidence in implementing many essential elements since Year 1.

Overall, families found APTT meetings and the information and games provided to be useful.

In focus groups, families overwhelmingly felt that the APTT meetings helped them understand how to scaffold learning at home. APTT meetings provided families with tools, practices, and insight into their child’s status relative to peers.

“I appreciate learning what my daughter is working on at school. It makes it easier for me to support her at home.”

– HPS family

On the survey, families reported highly positive experiences with the essential elements of APTT, with at least 90 percent agreement on most items (Appendix D). A slightly lower percentage of families with K–2 students found APTT family nights helpful compared with families of grade 3–5 students.

In open-ended comments, families most often said that they appreciated hearing information about learning expectations, curriculum, and their child’s progress. Many families appreciated the meeting time dedicated to learning how to play the games and how to make them more challenging for their children. Families also said they found the games fun and easy to follow and enjoyed being involved in their child’s education by learning about and implementing the games at home.

“We definitely like to use the games and they were always great. I always appreciated that they were finding ways for us to bring that into the home.”

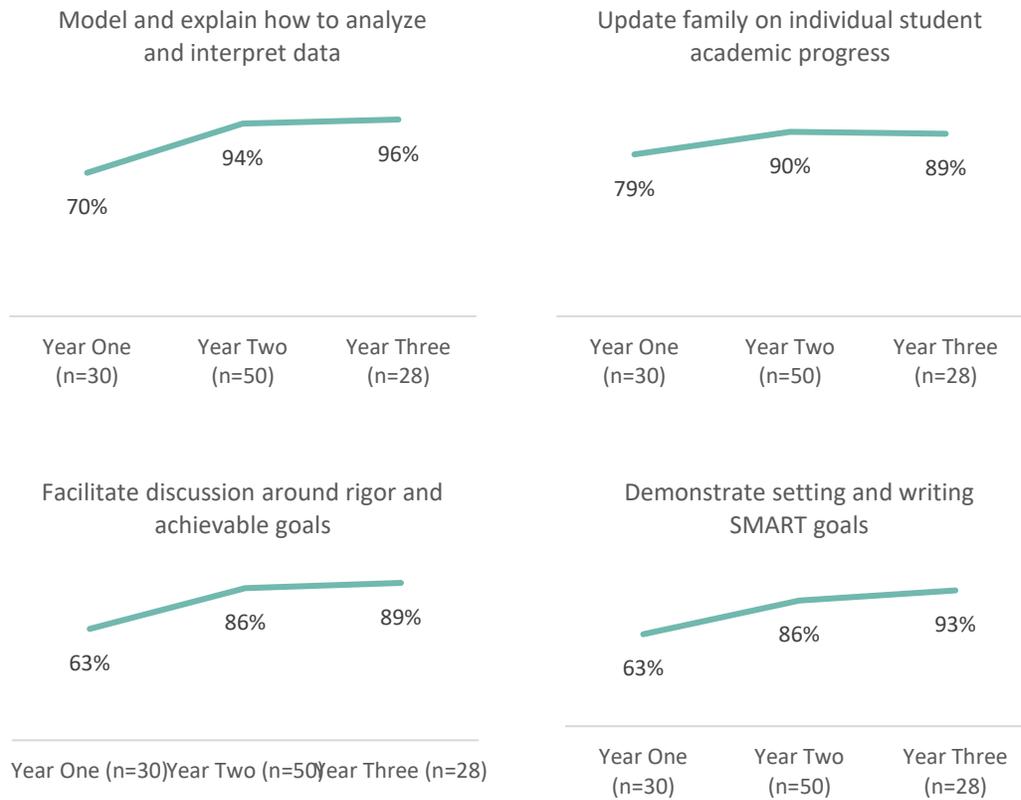
– HPS family

Teachers reported progress on many essential elements of APTT team meetings since the start of the pilot (Appendix C). Leaders observed that teachers are more confident in going “off script” from the sample materials to get more creative with the activities and “make it their own.” Now that they have some experience communicating with parents and with the APTT structure, some teachers said they like having more choice about how meetings are set up and the skills they focus on in their classroom.

Families and educators offered positive reports of data sharing and goal-setting activities, which were initially areas of concern for some teachers.

Sharing student progress data with families and setting related learning goals are essential elements of APTT meetings. Since Year 1, a higher percentage of teachers reported confidence in their capacity to talk with families about data and setting related learning goals (figure 6). Teachers reported the most growth over Year 1 in demonstrating goal setting (30-percentage-point increase) and modeling data analysis and interpretation (26-percentage-point increase).

Figure 6. HPS teachers reported increased confidence in talking with families about data and goals (2019–2022)



Note: The figure display responses to the question “Currently, how confident are you to lead or implement the following activities?”

Source: Education Northwest analysis of 2019–2022 APTT teacher survey data.

School leaders also observed teachers becoming more comfortable discussing student data with families, even if the teachers were initially hesitant to share anonymized data showing parents that their child may not be performing at the same level as their peers.

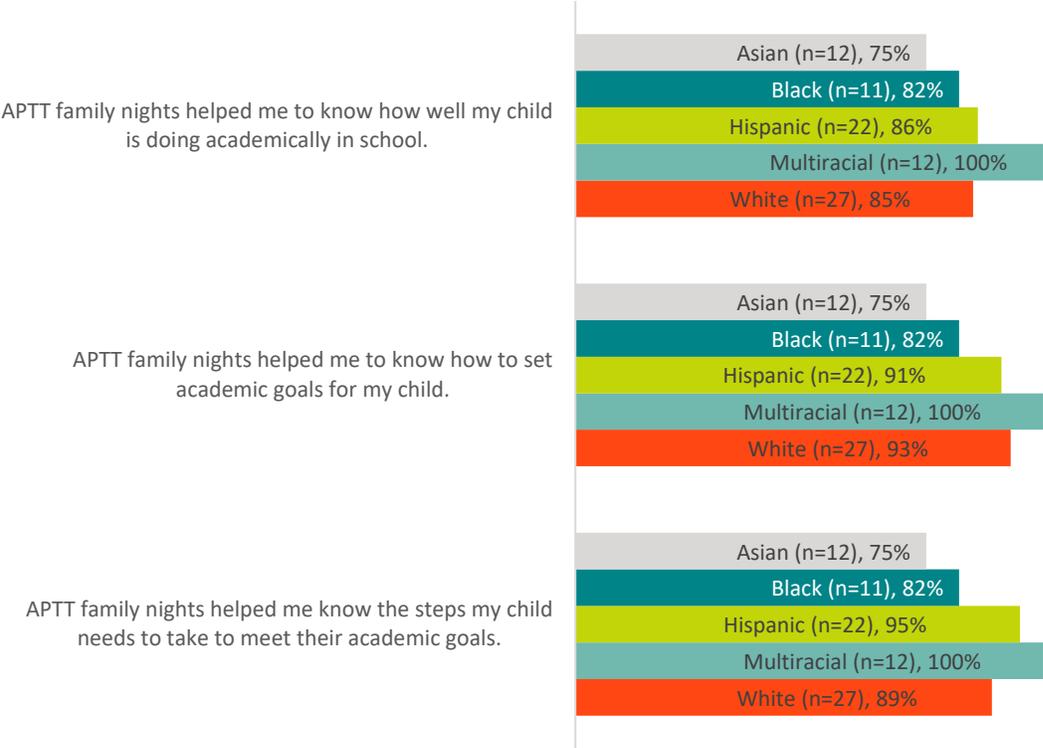
“Parents want to help their children. Most parents do not know what their child’s current reading or math level is until they are compared against their peers. A lot of parents thought that their child was doing fine academically, until they started coming to the APTT meetings and noticed their child was a lot lower than their peers.”

– HPS teacher

Leaders and teachers said that family feedback demonstrated that parents find the data valuable. The data provided families with more complete and contextualized information about their child’s progress and opportunities to help them improve. Leaders said that sharing the data graphs is now “part of the culture” of their school. One leader noted that developing the graph for APTT meetings also helped teachers to better understand which students needed additional help.

On the survey, 92 percent of families reported that they received student progress reports and participated in goal-setting activities. Families generally found these activities useful, with consistently higher levels of agreement for multiracial families (figure 7).

Figure 7. HPS families found data and learning goal activities useful, by race-ethnicity (2022)



Note: The figure displays responses to the question “Please click the button that best describes how much you agree with each of the statements below.”

Source: Education Northwest analysis of 2022 APTT family survey data.

In focus groups and on the survey, families commonly expressed appreciation for the opportunity to understand their child’s academic standing. They found the chart and data extremely helpful and easy to understand. The graph helped them assess their child’s performance over time and compare their child’s status to the class, which provided them with valuable information about how to support their child.

“Clear data is useful. Nice to see where my child is relative to grade expectations and classmate performance.”
– HPS family

In focus groups, several families said the goal-setting practices were helpful in creating benchmarks for themselves and their children. For example, families set a specific goal to help students achieve their goals (e.g., using a timer daily to practice increasing math calculation speed).

“For me, it was very important to understand and to see the level that my child is at. My child, for example, she has issues with math and her level was very low. But with the tools, and the games, and the options that the teacher gave me, it helped me to practice....

I was able to recognize and to understand which things were difficult for her, which things she was good at.”
– HPS family

However, families also reported challenges related to data and goal setting. A few parents felt that the instructions for the goal-setting activity were unclear (e.g., they weren’t sure if they should return the form or keep it) and shared that more accountability on the goals could be helpful. Additionally, a few families discussed inconsistent practices across the various classrooms in their school, in terms of the types and amount of data shared and the support they received from teachers to make meaning of the data for their own child’s experience.

Comments from two families suggest that the data about where their child was in relation to their grade level was not as relevant or useful for families of children with special needs, with one family saying it was “hard information for me to hear.”

While teachers increased their confidence in relationship building practices, families’ accounts of whether they built stronger connections through APTT meetings varied.

An essential element of APTT meetings is for teachers to facilitate activities that cultivate a sense of community and trust so that families can get to know their child’s teacher and each other. Over the course of the pilot, a higher percentage of teachers reported confidence in their capacity to collaborate with families to provide student academic supports (93 percent, an increase of 20 percentage points since Year 1) and engage families in discussion to share ideas and strategies (85 percent, an increase of 10 percentage points since Year 1).

In focus groups, school leaders shared that the APTT meetings laid the foundation for initial parent and teacher communication. Teachers said that conversations continued after the meetings because families felt comfortable advocating for their child. For example, some families asked teachers for more challenging work once their child had achieved skills supported by the games. Several leaders noted that APTT provided a clear structure that helped new teachers feel more comfortable with parent engagement.

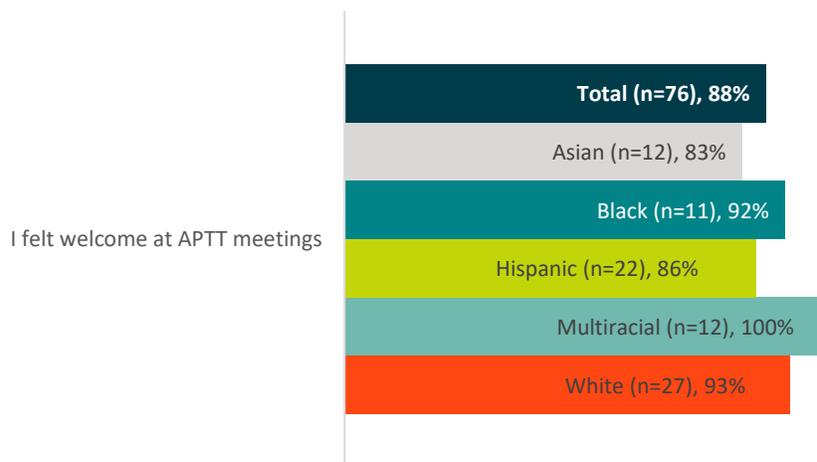
The data from families paints a more complex picture about the relationship-building aspects of APTT meetings. In focus groups, families overwhelmingly described feeling welcome in APTT meetings. On the survey, 88 percent agreed that they felt welcome at meetings, although levels of agreement varied across racial and ethnic groups (figure 8).

“I had several families that, when they came consistently, they were setting their goals, they were actively playing in the activities...they would send me notes or texts later, asking for other options, because their student had grown and was ready for something more.

And so, that spurred them on to be a communication window for both of us, where I didn't always feel like I was trying to chase them down. They were able to communicate both ways, and they felt comfortable doing that, because we've had that chance to talk about it and share.”

– HPS teacher

Figure 8. Most HPS families felt welcome at meetings, by race-ethnicity (2022)



Note: The figure displays responses to the question “Please click the button that best describes how much you agree with each of the statements below.”

Source: Education Northwest analysis of 2022 APTT family survey data.

However, in focus groups and in survey comments, some families reported feeling disconnected from their child’s teacher. That is, they appreciated the material and content provided during the meetings but felt that the meetings neither allowed for one-on-one conversations between parents and teachers nor strengthened their relationship with the school.

“I feel like the academic parent teacher team was focusing on the skill, not necessarily the greater communication between parent and teacher.”
 – HPS family

Survey results suggest that this perception may vary by racial-ethnic identity, with a higher percentage (83 to 92 percent) of BIPOC families reporting that APTT helped them to work closely with their child’s teacher compared with 65 percent of white families.

Figure 9. HPS family connections made through APTT meetings, by race-ethnicity (2022)



Note: The figure displays responses to the question “Please click the button that best describes how much you agree with each of the statements below.”

Source: Education Northwest analysis of 2022 APTT family survey data.

Educators and families continued to report lower levels of change related to family-to-family connections, with some bright spots.

While teachers experienced increased confidence to connect with families around academics, they reported little change since Year 1 in their confidence to facilitate team-building activities (68 percent) or connect families with each other (57 percent). In focus groups and open-ended comments, both families and educators suggested that the online nature of the APTT meetings limited opportunities for parent-to-parent connections. While 87 percent of families surveyed reported positive experiences interacting with other families during the meetings, only 62 percent felt that APTT meetings helped them to build relationships with other families at their school (figure 9). A higher percentage of Black and Hispanic families reported that they connected with other families through APTT compared with other groups.

In several focus groups, families said that the APTT meetings provided a space for parents to learn from other parents and to find “camaraderie” during difficult times.

“I was able to connect with other people and recognize that it was not just my child that had this problem. As they recommended in these meetings, we should work in teams ... We were able to strengthen each other, and to know that it's not just my child. That we can find strength with ideas from other people.”

– HPS family



Progress in building overall school culture and capacity for 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 beyond the APTT essential elements.

Teachers developed interest and confidence in using asset-based practices to develop two-way partnerships with families.

Since Year 1, teacher awareness of the value of partnering with families to support learning grew.

Leadership team members reported greater confidence in cultivating their school's culture and capacity for authentic family-school partnership, with an increase of at least 19 percentage points since Year 1. In focus groups, leaders suggested that APTT is a way to “operationalize a lot of what should be done in family engagement” in terms of providing a “structure aligned with our core value” of engaging in “true collaboration.” Especially for new teachers, APTT provided a “ground level introduction to starting to partner with families” that was concrete, focused, and “not overwhelming families.”

In focus groups, teachers said that APTT expanded “the potential that we see in front of us” to partner with diverse family members to support student learning. Now that they are comfortable with the fundamentals of APTT, they are motivated to “deepen” their practice and “see families as knowledgeable partners” and further build on what they do at home. This includes more expansive notions of “family engagement” to involve older siblings and other family members besides parents in APTT. Overall survey results indicate that teachers increased their confidence to recognize and prioritize family perspectives and expertise, although there were some declines from Year 2 to Year 3.

Open-ended comments on the teacher survey reflect this new awareness. Teachers most frequently said that they learned from APTT that families are motivated to engage in their child's learning but need information, tools, resources, and modeling to do so.

“I think [APTT] helped the rhetoric in our school about believing in parent and family capacity.”

– HPS leader

“I have learned a lot of families really do want to participate in their child's learning but sometimes struggle to know exactly what their role is in their child's education. These APTT meetings keep them informed and give them tools to use.”

– HPS teacher

While teachers steadily increased their confidence in using many asset-based practices since Year 1, confidence in developing two-way relationships was inconsistent.

On the survey, teachers especially noted growing confidence in using culturally responsive practices and broadening families' beliefs about their role in their child's education (figure 10). Teachers often noted in their comments that APTT can help families to see the value of their engagement, especially when supports are provided to facilitate meeting participation (e.g., online sessions, interpretation, incentives) and time for relationship building.

Feedback from families supports this perception. On the survey, 92 percent of families reported increased confidence in their ability to support learning at home. Families said that APTT provided them with a concrete role to play in their child's learning in addition to making sure their child is sleeping, attending school, and completing their homework. Several families described an increased understanding that teachers are actively seeking their ideas, engagement, and support, which is quite different from what they experienced in their country of origin.

Teachers reported strong gains in their confidence in organizing family engagement events more generally, with an increase of 20 percentage points from Year 1 (figure 10). However, after an increase in Year 2, their confidence in structuring parent-teacher conferences that foster collaboration between families and teachers declined slightly. This pattern of strong increases in Year 2 followed by a decline in Year 3 is evident on other items related to promoting two-way family-teacher relationships.

Qualitative data suggest a perception among educators and families that two-way communication between families and schools generally improved. Educators observed that more families asked questions and reached out to teachers for resources to support learning at home. Families said that teachers responded via methods that work even when they can't get to the school, such as by email, video, calls, notes in their child's backpack, or photos.

Figure 10. HPS teachers reported uneven growth in confidence in implementing asset-based practices (2019–2022)



Note: The figure displays responses to the question “Currently, how confident are you to lead or implement the following activities?”

Source: Education Northwest analysis of 2019–2022 APTT teacher survey data.

Chapter 2. Seattle Public Schools

Overview

Seattle Public Schools joined the Road Map Project 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 APTT pilot schools (Rising Star, Thurgood Marshall, and South Shore⁵) based on priorities outlined in 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.

“As a district team, our goal was to ... make capacity building accessible for our school leaders and our school-based staff and educators, both through approaching that belief system [about the value of family engagement] and then implementing practices and policies that support it.”
– SPS leader

To support APTT, district family engagement staff (table 4) respond to requests for resources from school leadership teams (e.g., interpretation, sample activities, ways to engage families) as well as direct requests from families (e.g., additional reading activities to do at home). They describe APTT as a “bridge” that is aligned with broader SPS initiatives to promote culturally responsive practices that build on home learning practices.

Table 4. Seattle Public School family engagement systemic supports

Role	Supports
Family partnerships manager ⁶	Lead 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 was supported by the director of stakeholder engagement. The manager directly supported APTT pilot schools by supporting and coaching staff members in effective family engagement strategies.
Family engagement coordinators	Three staff members provided specialized forms of support for schools: support for school leaders and the family literacy connectors, professional development around general family engagement practices, and direct engagement with families.
School-based family literacy connectors	Served as “cultural navigators” alongside literacy coaches at SPS priority schools including the APTT pilot schools. The family connectors were volunteers who helped schools with outreach to families.
School administration and APTT champions	Implemented APTT within pilot schools, supported APTT teachers, and coordinated with district leadership and WestEd for implementation.

⁵ South Shore did not participate in the third year of the pilot.

⁶ A new staff person filled this position in Year 3.

Summary of Year 3 findings for Seattle Public Schools (2019–2020)



APTT implementation progress

- **Schools varied in their implementation approach.** Most grades covered both math and ELA skills in meetings over the course of Year 3, while grades 3–5 teachers in one school focused intensively on math. Teachers at some schools facilitated meetings with their own classroom while others held combined classroom meetings.
- **Since Year 1, school leaders made modest progress in creating supportive conditions for APTT.** Teachers reported increased understanding among school staff of APTT implementation plans, processes, and roles, with room to improve outreach to families. School leadership team members collaborated to engage families and support staff. Teachers reported declining support related to APTT planning and continuous improvement.
- **Families and educators relayed both successes and challenges related to outreach, access, and participation in APTT team meetings.** Leaders attributed increasing family participation in APTT meetings over the course of Year 3 to more focused outreach to students and families. Generally, families perceived APTT meetings as important and conveniently scheduled, but inconsistent access to language services posed a barrier for participation. Most families preferred a virtual meeting format, although the range of preferences varied across groups, with a notably stronger preference for virtual meetings among Asian families.
- **Families reported positive experiences with APTT team meetings and teachers, while teacher confidence related to essential academic elements increased.** Families had positive experiences with many of the essential elements of APTT, with a higher percentage of BIPOC families reporting increased confidence due to the meetings. Educators reported increased confidence in sharing data and setting goals with families, while families reported modest gains in these areas. Families varied in their experience and use of the games they received from APTT. Families clearly felt welcome at meetings and valued when connecting with other families during APTT, but they less often built new relationships through the meetings.



Overall culture and capacity for partnership

- **Teachers increased their confidence in using asset-based mindsets and practices to develop two-way partnerships with families.** APTT helped build rapport between families and educators and opened the door for more two-way communication.



APTT implementation during the 2020–21 school year

In this section we discuss Year 3 APTT activities across the remaining two pilot schools as well as their progress since Year 1 in creating the school-level conditions to support implementation.

Schools varied in their implementation approach.

Most grades covered both math and ELA skills in meetings over the course of Year 3, while grades 3–5 teachers in one school focused intensively on math.

Teachers typically worked together as a grade level team to select a common set of foundational skills to focus on in their APTT meetings. Meetings for families of grades K–2 students focused on either ELA skills (e.g., sight words, comprehension) or math skills (e.g., addition fluency, double digit addition and subtraction). At one school, all meetings for families of grades 3–5 students focused on math skills (e.g., fluency with multiplication) while at the other school they covered both math (e.g., addition, subtraction, and multiplication fluency) and ELA skills (e.g., reading fluency, genres inference). These skills were sometimes addressed in the same meeting.

The schools differed in terms of whether teachers facilitated meetings with their own classroom or in combined meetings with other teachers.

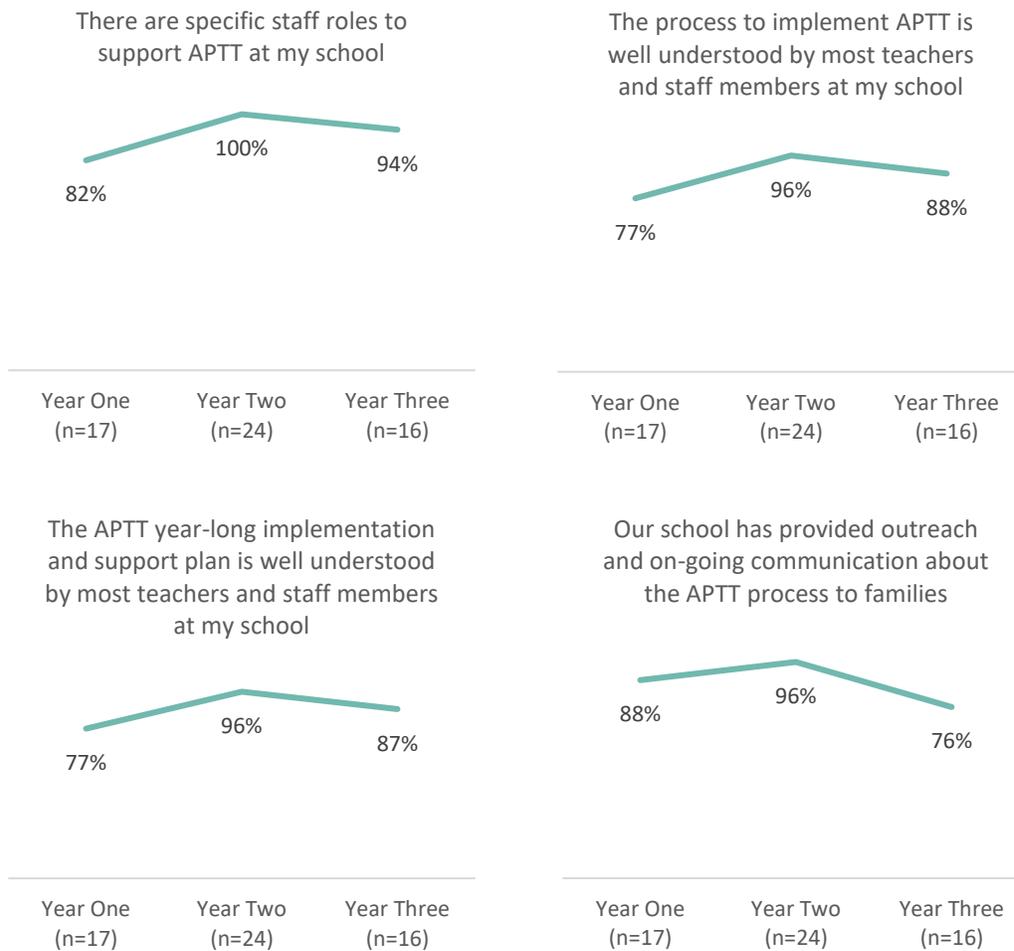
In one school, all the teachers co-facilitated joint APTT meetings with the other classrooms in their grade. School leaders described this as an effort to balance the quality of APTT meetings across classrooms and facilitate access to language interpretation. At the other school, all but a couple of grade 5 teachers facilitated meetings with families from their own classroom.

Since Year 1, school leaders made modest progress in creating supportive conditions for APTT.

Teachers reported increased understanding among school staff members of APTT implementation plans, processes, and roles, with room to improve outreach to families.

As in Year 2, all teachers reported that they feel supported by school administrators to implement APTT and most report receiving support from teacher leaders (appendix E). A key area of progress is in staff roles, as 94 percent of teachers agreed that there are specific staff roles related to APTT (an increase of 12 percentage points from Year 1) and almost 90 percent agreed that the implementation process and plan is well understood (figure 11). While promising progress overall, teacher survey results show a slight decline in each of these areas after a peak in Year 2. Additionally, teachers reported an overall decline since Year 1 in outreach to families about APTT.

Figure 11. SPS teachers reported increased understanding among school staff of APTT implementation plans, processes, and roles, with room to improve outreach to families (2019–2022).



Note: The figure displays responses to the prompt “Please indicate the extent to which you agree with the following statements.”

Source: Education Northwest analysis of 2019–2022 APTT teacher survey data.

School leadership team members collaborated to engage families and support staff.

By year 3, all leadership team members reported confidence in their capacity to put in place supportive conditions for APTT. School leadership teams included members in differentiated roles related to three key sets of activities:

- Communication and culture (e.g., outreach to families and teachers).
- Organization and systems (e.g., preparing materials, providing templates, and timelines).
- Continuous learning and improvement (e.g., coaching teachers to select focus skills).

In focus groups, leaders described the role of the principal as that of a “cheerleader” who helps to “maintain the excitement” through schoolwide communication about APTT and being present at APTT planning and family night meetings. To build coherence, school leaders communicated that APTT is a “team effort” and “part of the core work we do” in their school improvement plan. School leaders sought to “streamline” initiatives to maximize resources and not overwhelm families and staff. For example, district literacy connectors played a critical role in supporting APTT at the schools. The literacy connectors integrated support for APTT into their other family support activities. They collaborated with teachers and leaders to identify families in need of additional support, actively reached out to personally engage with these families, and followed up with families after meetings to answer questions and provide resources, even if the families were unable to participate.

School leadership teams said that, over the course of the pilot, they refined their organization and systems to become more efficient with meeting logistics so that teachers feel supported with the materials they need.

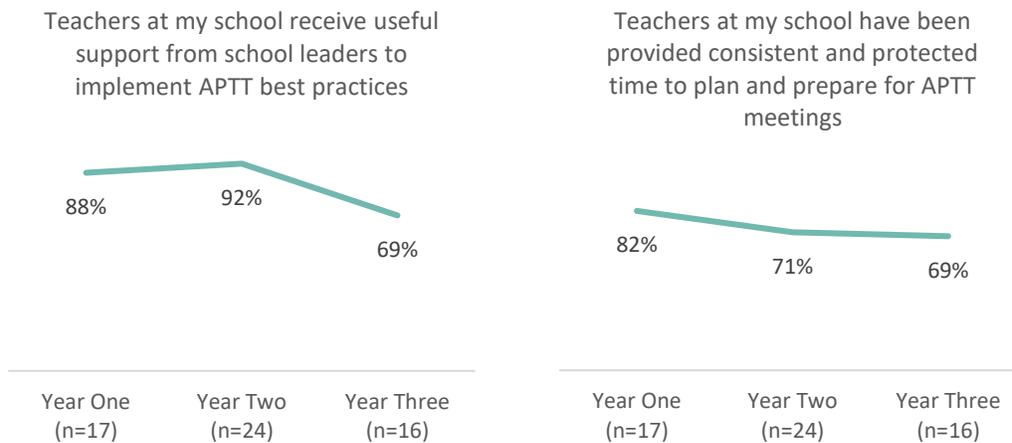
Teachers reported declining support related to APTT planning and continuous improvement.

School leaders endeavored to support continuous learning and improvement by participating in as many teacher planning and APTT family meetings as possible. By doing so, they hoped to rely less on WestEd coaches as they became more comfortable with the model. For example, one school described supporting teachers by researching “stellar activities” for them to use in family team meetings. However, teacher survey results suggest that there is room to improve support for teachers, as just over two-thirds reported having sufficient time and support for APTT implementation, a decline of 13 and 19 percentage points, respectively, from Year 1 (figure 12).

“Having a school representative who was helping keep us all on track with all the deadlines and making sure we had everything we needed was really helpful.”

– SPS teacher

Figure 12. SPS teachers reported declining support for APTT planning and continuous improvement (2019–2022)



Note: The figure displays responses to the prompt “Please indicate the extent to which you agree with the following statements.”

Source: Education Northwest analysis of 2019–2022 APTT teacher survey data.

Families and educators relayed both successes and challenges in outreach, access, and participation in APTT meetings.

Leaders attributed increasing family participation in APTT meetings over the course of Year 3 to more focused outreach to students and families.

In Year 3, schools employed a multipronged approach to outreach. In addition to schoolwide communication (e.g., newsletters), educators and parent literacy connectors conducted more intensive and personalized outreach to families who were underrepresented in earlier meetings.

Reflecting on these efforts, leaders suggested that APTT outreach is most effective when it is part of a larger process of developing relationships with families. This includes offering support beyond APTT. Leaders also noted the positive impact on attendance of having staff members reach out to families in their preferred language.

Each school also engaged students in outreach (e.g., teaching students how to access meetings at home so they can help families log on) which they perceived as increasing the number of families who participated, especially those who primarily speak languages other than English.

“Sometimes it’s hard to reach out to the families. We have a good conversation in the evening. [Families] were surprised I reached out to them.”

– SPS leader

However, schools found it necessary to clarify for families that the purpose of the meetings is for adult family members, rather than students, to engage. Initially, they found many students logged on without adult family members. Some teachers also expressed concerns that families may not fully understand the intent of APTT meetings and the importance of their active participation. As one leader said: “I felt like some parents didn’t know that [the APTT meetings are] for parents.”

“Families don’t fully understand the APTT model and how the meetings are going to be structured and what we are going to be working on.”

– SPS teacher

Families appreciated the outreach efforts from schools, in terms of generating excitement and personally encouraging their participation.

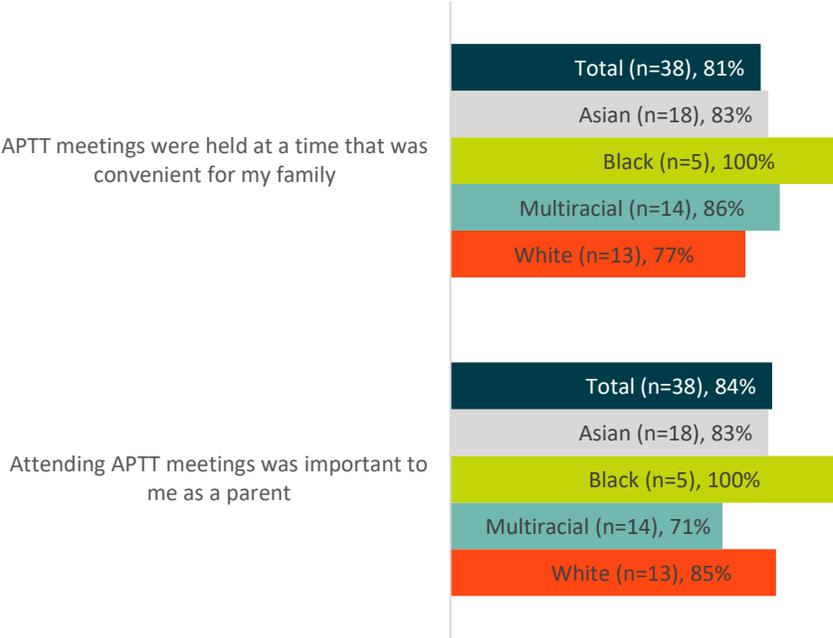
“Lots of promotion beforehand. Email newsletters and then the flyer and backpack. And the fact that [the games] are coming in sealed packages and the kids just can’t wait to open them.”

– SPS family

Generally, families perceive APTT meetings as important and conveniently scheduled, but inconsistent access to language services poses a barrier for participation.

On the survey, 84 percent of families reported that participating in APTT meetings was important to them as parents, with Black families reporting the highest levels of agreement (figure 13).

Figure 13. SPS families perceived APTT meetings as important to attend and conveniently scheduled, by student race-ethnicity (2022)



Note: Figure displays responses to the prompt “Please click the button that best describes how much you agree with each of the statements below.”

Source: Education Northwest analysis of 2022 APTT family survey data.

In the focus group, families said that attending APTT meetings was important for them as parents, even after long days of work. They understood how becoming familiar with the game was useful for their child’s continued learning outside the classroom and how vital their participation was for that effort.

“[APTT help me by] getting to understand more what the class was like, and the people in the class, and just gave us more talking points with my kids to chat with them about what’s going on.”

– SPS family

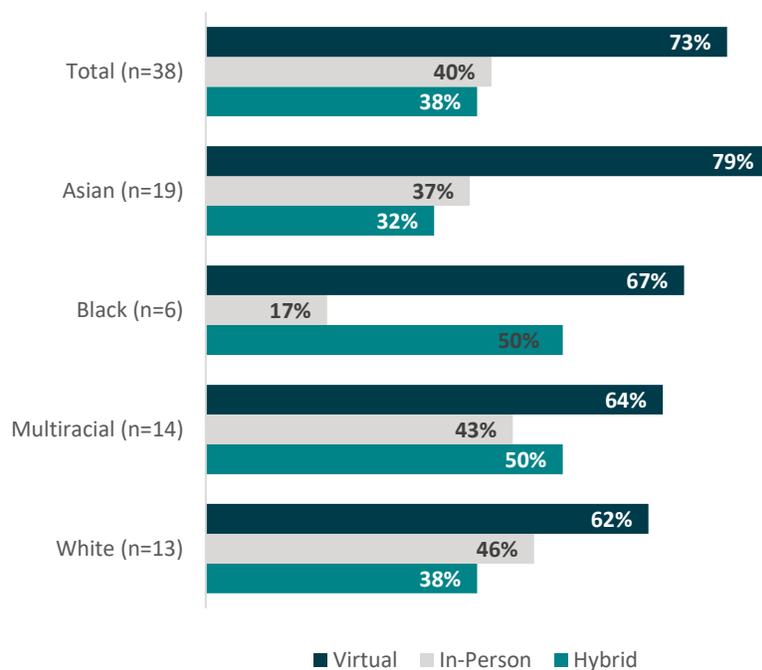
Family survey respondents who did not attend any APTT meetings gave reasons such as inconvenient meeting times or preferring in-person meetings. However, survey results suggest that translation and interpretation services were not consistently available for families who desired them and may also have posed a barrier to participation.

For survey respondents who indicated that they needed these language services (n = 16):

- 63 percent reported that language access services were available at every meeting.
- 25 percent reported that services not available at any meetings.
- 13 percent reported that services were available at some meetings.

Most often families preferred a virtual meeting format, although the range of preferences varied across group, with a notably stronger preference for virtual meetings among Asian families.

Figure 14. SPS families preferred virtual meetings, by student race-ethnicity (2022)



Note: Figure displays responses to the prompt “I prefer to participate in APTT meetings: [select all that apply].”

Source: Education Northwest analysis of 2022 APTT family survey data.

Teachers and leaders discussed the pros and cons of online meetings in terms of increasing accessibility, engaging a wider range of family members, and providing opportunities for families and students to collaborate on the games.

A few teachers noted a preference in their survey comments for in-person meetings, noting they experienced challenges engaging families online. Some educators noted that having students in the meeting alongside their parents, rather than adults alone, changed the intent of the meeting and limited interaction among families.

“We had a family that has the grandpa and the whole family playing the game. And so having it online, there’s that benefit...and the engagement of the kids and the parent was powerful, where I don’t think we want to take that away.”

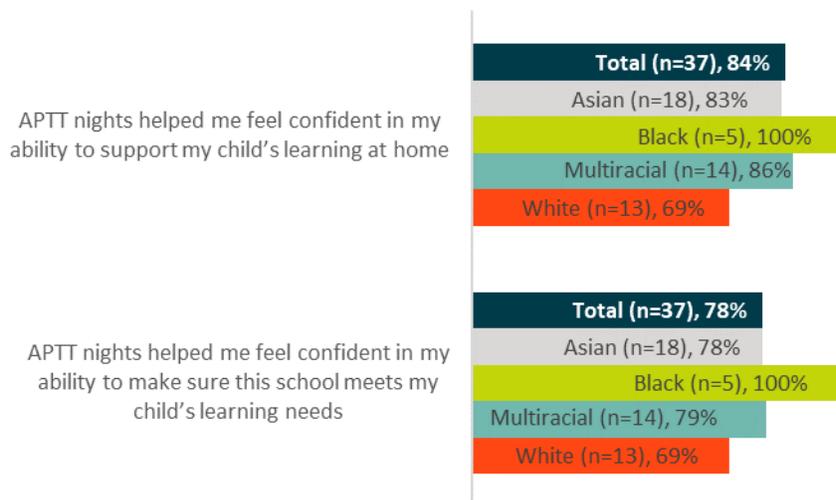
– SPS leader

Families reported positive experiences with APTT meetings, and teacher confidence in essential elements related to academics increased.

Families positively experienced many of the APTT essential elements, with a higher percentage of BIPOC families reporting increased confidence due to the meetings.

Overall, 84 percent of families reported that participation in APTT meetings increased their confidence in supporting learning at home and, to a lesser degree, ensuring the school meets their child’s needs (figure 15).

Figure 15. SPS families increased confidence in supporting their child’s learning needs, by student race-ethnicity (2022)



Note: Figure displays responses to the prompt “Please click the button that best describes how much you agree with each of the statements below.”

Source: Education Northwest analysis of 2022 APTT family survey data.

In open-ended comments, families commonly described a willingness to collaborate with their child's teachers. They appreciated that APTT provides a process and invitation for them to be more directly involved in their child's learning.

***"I'm willing to learn how to help
my children study better."***

– SPS family

Educators were increasingly confident in sharing data and setting goals with families, while families reported modest gains in these areas.

Over the course of the pilot, teachers increased their confidence in talking with families about academics, modeling goal setting and use of data, and discussing student progress by 11 to 16 percentage points from Year 1 (figure 16).

Figure 16. SPS teachers increased confidence in talking with families about academics, data, and goals (2019–2022)



Note: Figure displays responses to the prompt “Currently, how confident are you to lead or implement the following activities?”

Source: Education Northwest analysis of 2019–2022 APTT teacher survey data.

School and district leaders commonly observed that teachers appeared more comfortable and confident in leading the APTT meetings after having some experience in preparing and sharing data with families. Leaders noted that these skills will ultimately improve overall teaching.

Families were highly motivated to learn about their child’s progress. In open-ended comments on the survey about the benefits of APTT meetings, families most often said that they appreciated hearing about learning expectations, curriculum, and their child’s progress.

Over three-quarters of families reported that APTT family nights increased their knowledge of how their child is doing in school and their capacity to set and work toward goals to improve their progress (figure 17).

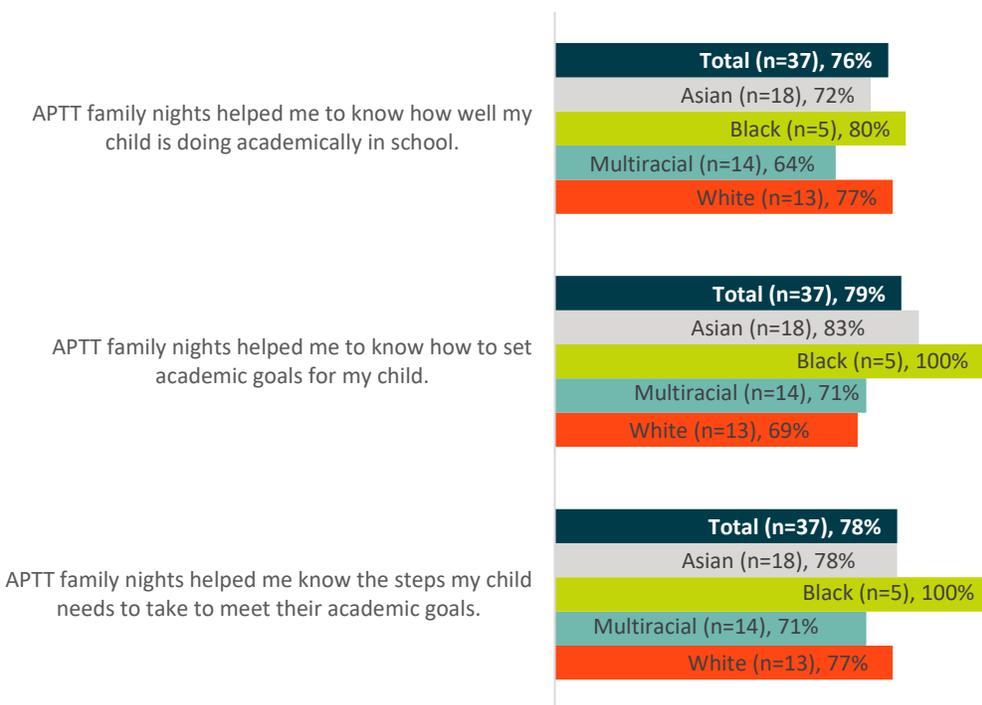
“Knowing what skills to focus on and having games that promote it is helpful.”

– SPS family

“[APTT] is very convenient for me and teachers to keep track on my children’s study process.”

– SPS family

Figure 17. SPS families increased their knowledge of how their child is doing in school and their capacity to set and work toward goals to improve progress, by student race-ethnicity (2022)



Note: Figure displays responses to the prompt “Please click the button that best describes how much you agree with each of the statements below.”

Source: Education Northwest analysis of 2022 APTT family survey data.

While educators were initially hesitant to share anonymized progress data, leaders also noticed that families were eager to learn about their children’s academic performance and appreciated the data graphs and the opportunity to talk to teachers. Families told educators that they liked seeing their child’s data on the graph in relation to the rest of the class because they could easily see how they are making progress over time.

“So I think that data piece is really important for the parents to see. And when they see it, that’s when they just really, they want more, they do want more.”
– SPS leader

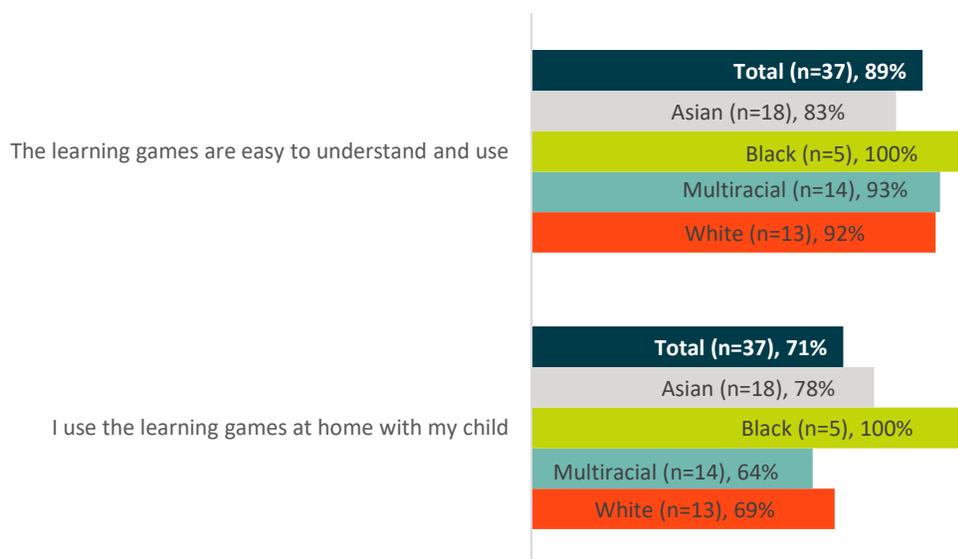
For some families, seeing their child’s score in relation to the rest of the class motivated them to ask teachers for more resources to support their child’s progress, sometimes via text message during the meetings.

One school also observed students taking an active role in tracking their academic progress and in helping parents understand the APTT content.

Families varied in their experience and use of the games they received at APTT family nights.

While 89 percent of families reported that the games were easy to use, only 71 percent reported using them at home (figure 18). Teachers reported little to no change since Year 1 in their capacity to support families by modeling and practice of home learning activities.

Figure 18. SPS found learning games easy to use but varied in whether they use them at home, by student race-ethnicity (2022)



Note: Figure displays responses to the prompt “Please click the button that best describes how much you agree with each of the statements below.”

Source: Education Northwest analysis of 2022 APTT family survey data.

In the focus group and in open-ended comments on the survey, many families expressed that they appreciated receiving fun activities and ideas for how they can support learning at home. Families shared that the APTT meetings provided them guidelines and talking points to apply with their child and that they were able to align their educational practices at home to those shared during the APTT meetings. Families said the games were educational, enjoyable, and made learning less daunting.

“My son loves to play games. APTT gave us different games to play that help him learn new concepts that he enjoys. He isn’t always big on doing schoolwork, so having a way to continue his learning at home that seems fun was really helpful.”

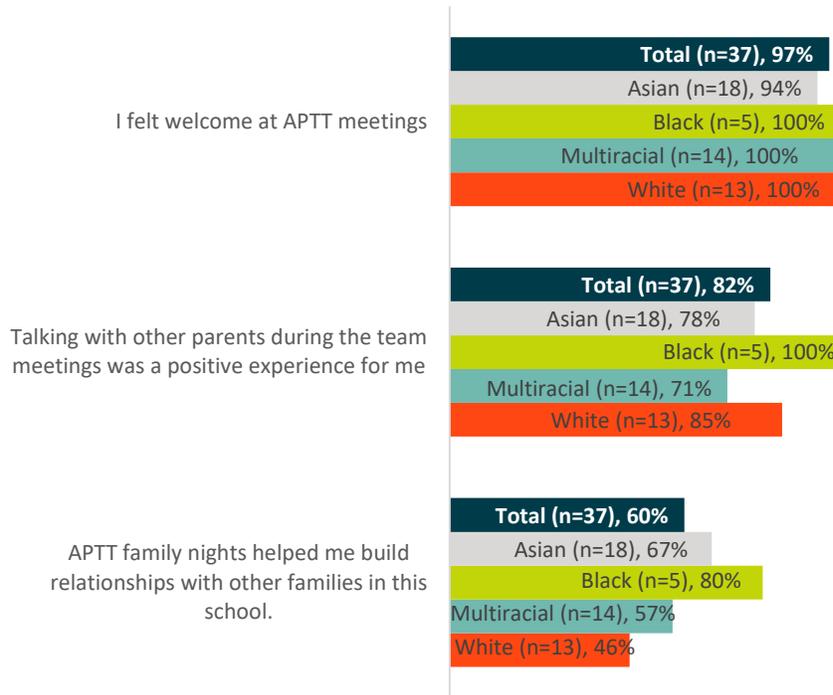
– SPS family

However, some families did note that the games were not as useful once their child mastered a skill. Others noted that the challenges of the pandemic influenced whether they made time for the games at home. On the survey, two families expressed in open-ended comments that they did not appreciate being asked by schools to play academic games at home with their child.

Families clearly felt welcome at APTT meetings and valued connecting with other families, but less often built new relationships through the meetings.

Overall, 97 percent of families reported feeling welcome at APTT meetings (appendix F). While teachers slightly increased their confidence in facilitating team-building activities, their confidence in helping families build relationships with each other decreased. Families were less likely to report developing new relationships with other families through APTT meetings compared with other capacities, such as increased confidence and knowledge to support learning at home although Black families reported developing new relationships more often than other groups.

Figure 19. SPS families offered mixed perceptions of relationship building through APTT meetings, by student race-ethnicity (2022)



Note: Figure displays responses to the prompt “Please click the button that best describes how much you agree with each of the statements below.”

Source: Education Northwest analysis of 2022 APTT family survey data.



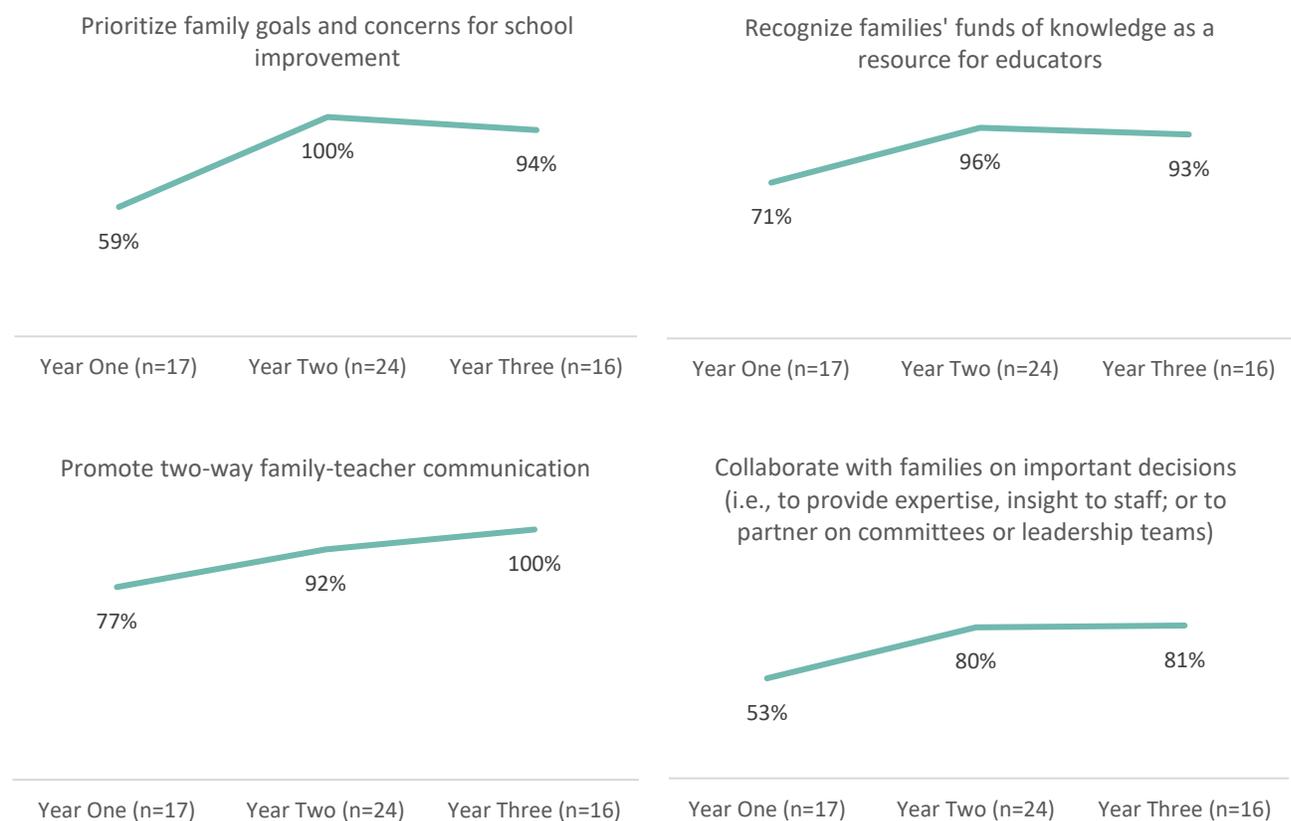
Progress in building overall culture and capacity for authentic family-school partnership

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.

Teachers increased their confidence in using asset-based mindsets and practices to develop two-way partnerships with families.

By the end of Year 3, all teachers were confident in promoting two-way communication with families. They reported especially strong gains since Year 1 related to the use of asset-based mindsets (e.g., valuing family expertise) and practices (e.g., collaboration with families).

Figure 20. SPS teachers increased confidence in asset-based family engagement practices (2019–2022)



Note: Figure displays responses to the prompt “Currently, how confident are you to lead or implement the following activities?”

Source: Education Northwest analysis of 2019–2022 APTT teacher survey data.

APTT helped build rapport between families and educators and opened the door for more two-way communication.

In open-ended responses on the survey, teachers frequently described the value of building relationships with and among families during meetings. Teachers reported that APTT helped them to see that families are motivated to engage in their students' learning but need clear information on how they can participate.

Educators said that team building activities during APTT meetings provide an opportunity for families and educators to get to know each other better, in addition to allowing families to observe their child's teacher in action as they present short lessons and model learning activities to do at home.

Leaders suggested that teachers, sparked by APTT, are gradually changing their mindsets and practices and starting regularly and proactively to engage families as partners in learning.

Educators said that families are responding well to these efforts. After APTT, families started to ask teachers more questions and request additional resources to support their child's learning based on data they received about their child's progress. For example, one leader told the story of how a family worked closely with school staff to identify and access community-based resources beyond APTT (i.e., tutoring, library books) to help their child improve their foundational skills.

Survey results indicate that more teachers feel comfortable connecting families with community resources, with an increase of 39 percentage points from Year 1.

“Parents appreciate being a part of the students’ learning. Providing the parents [with] a way to be an active participant has been very meaningful.”

– SPS teacher

“Sometimes it's a change of practice for educators to communicate constantly or consistently with families... you could see the shift that was happening.”

– SPS leader



Chapter 3. Supports for Continuous Learning

In this chapter we share feedback on WestEd and district support for APTT implementation along with family and educator recommendations for improving and sustaining the program.

Feedback on WestEd and district APTT supports for schools

All school leaders and many teachers continued to feel supported by WestEd.

Teacher perceptions of support from WestEd remained relatively stable over the course of the pilot, between 70 and 75 percent for HPS and 80 and 84 percent for SPS. For all three years of the pilot all SPS leaders strongly agreed that WestEd provided adequate support and often described the coaches as their primary support, with a little more variation among HPS leaders.

“Our [WestEd] coach ... modeled enthusiasm and a clear commitment to APTT principles. This helped me see a model for responding to teacher concerns or issues.”

– SPS leader

School leaders across both districts found the WestEd coaches helpful, approachable, and responsive to teachers and leaders. They described how the coaches helped leaders to connect the APTT meetings to the school's family engagement priorities and adapt during the pandemic. One leader noted that the support from WestEd coaches “helped to keep me accountable.”

Teacher planning sessions remained the most valuable form of WestEd support.

On the surveys, educators ranked the following as the most useful WestEd supports: (1) APTT teacher planning sessions, (2) initial one-day APTT training, and (3) coaching debriefs with the leadership team. As in Year 2, very few educators included WestEd observations of APTT team meetings in their top three, although one leader noted that the observations offered an “objective lens [that] was illuminating.”

In open-ended comments, educators commonly expressed appreciation for the support they received from WestEd coaches and school staff during teacher planning sessions. One leader described these sessions as “the heart of the work.”

Teachers often noted the value of receiving sample activities and templates, as well as of seeing the WestEd coaches model a team meeting so that the teachers could see the essential elements in action.

“Collaborating with the WestEd coach, our building APTT leader, and my grade level team to create meeting power points with all the appropriate elements yet customized for my class [were useful supports]”

– SPS teacher

Teachers reported that collaboration reduced stress and increased efficacy. HPS teachers cited designated and compensated time for APTT collaboration as the most useful support for implementation, while SPS teachers spoke more generally to the benefits of collaboration and “clear roles.” Teachers in both districts described “working as a team” to review assessments, identify skills, plan activities, and “divvy up the work” for APTT meetings.

“Having the designated time to plan and organize with the team was the most impactful support. It calmed me down and gave me a set time for getting it all done.”

– HPS teacher

Most leaders received adequate district support for implementation in Year 3 and felt confident in implementing APTT without WestEd support.

HPS leaders’ perceptions of district support remained relatively stable over the course of the pilot. They spoke of the “collective efficacy” that emerged from district efforts to align implementation across schools and integrate APTT into the district’s broader vision for family engagement.

In SPS, perceptions of district support increased overall but declined from 100 percent in Year 2. SPS leaders suggested that continued support for APTT is a district priority but were not clear on the plan for expanding the model or continuing professional development for teachers to improve implementation.

Leaders generally expressed a strong commitment to maintain most, if not all, elements of APTT at their school.

All SPS leadership team members strongly agreed that they felt prepared to facilitate APTT without WestEd support—perhaps a reflection of their more frequent implementation of family team meetings across the three years—while responses varied more among HPS leaders (appendix C). In both school systems, leaders described lessons learned about the importance of making APTT a schoolwide effort and a central part of their ongoing work. This included limiting the number of other family events offered over the course of the year so that families and educators can focus on APTT.

“My goal is to sustain [APTT], because this family engagement is so powerful [as an] experience. For our families to engage in the academic component—that typically doesn’t happen—to really know what’s going on in the classroom and work towards a common goal with the teacher.”

– SPS leader

“If [APTT] really is the value of your school make time to do the work right. Don’t make it feel like an added thing teachers have to do, build it into your professional development calendar or your staff meeting time. And then include everybody, you know your music teacher, PE teacher, your school psychologist—everybody needs to be a part of this structure in some way.”

– HPS leader

Future priorities and recommendations

Families recommended that APTT meetings include interpretation, more interaction, contact with teachers, and diverse subjects and skills.

Families in both districts requested more consistent **access to language interpreters** during the meetings. This would increase engagement among non-English-speaking families by helping them to understand the content material, express any thoughts and questions, and engage more with other families and their child's teacher.

Across both districts, families expressed a desire for **more interaction** during APTT team meetings, especially among families, so that the meetings don't feel like a "sit and get." Families proposed using virtual icebreakers or online breakout rooms where they could chat, share ideas, and connect with each other. A few noted a willingness to attend longer meetings with more time for interaction. Some families expressed a strong interest in returning to in-person meetings where they would be better able to connect directly with one another and expressed concern about the limited number of opportunities for such interaction during the pandemic.

Families often discussed a desire to **connect more with their child's teacher** during the meetings. They recommended building time into the meeting for brief one-on-one discussion to orient each family to the data about their child's progress and plans for improvement.

"A lot of the people too, when they come sometimes to the meeting, if there's not an interpreter, the next time they won't show up. It will be a great idea to have a ... Spanish interpreter to be available so people can actually express what they want to say."

– HPS family

"A good idea would be for parents to share more ideas and tips on what has worked best for them in terms of their children's school performance."

– HPS family

"Have the teacher to explain more each child's growth. My child's teacher hands me the [data] reports without explaining it. I had to figure out myself and emailed the teacher my questions."

– SPS family

Some families suggested going back to doing meetings by classroom, rather than across classrooms, to provide more opportunities for families to interact with their child’s teacher. As one family noted: “I felt more connected when it was one group of parents going to one teacher’s classroom.”

And finally, families requested that APTT cover a **wider range of academic subjects and skills** over the course of the year. Families felt that APTT was less relevant once their child mastered a foundational skill. They wanted help with other subjects with which their child may be struggling. Others suggested that covering more diverse skills and subjects would keep the meetings more interesting and engaging. Several families suggested teachers could find more time for interaction and reduce repetition if they didn’t share the same set of opening slides every meeting about the time that children spend in school versus at home.

Teachers suggested enhanced compensation, activities, outreach, and flexibility.

In both districts, teachers emphasized the importance of having designated **paid time** for meeting preparation, collaboration, and facilitation. Educators commonly describe APTT as a time-intensive model and appreciated when they had structured time and support to organize their sessions in collaboration with colleagues.

Teachers also requested additional **resources for developing and improving APTT meeting activities**. This included funding for purchasing and translating materials and for paying support staff to organize meeting materials. They would also appreciate new ideas for meeting facilitation (e.g., virtual icebreakers) and a database of games aligned with standards for each grade “so we don't have to keep reinventing the wheel.”

As in Year 2, teachers highlighted a need to improve schoolwide **outreach** to engage more diverse families, especially for students who are not meeting grade level standards. Suggestions included translated outreach materials, assistance from staff members beyond the teacher to contact families,

“A bigger budget for more quality materials would be nice...If more schools are doing this, there should be able to be a database of games, so we don't have to keep reinventing the wheel.”

– SPS teacher

“I need support encouraging families to come, be present, and make time for our meetings. I need help encouraging parents to take a leadership stance and understand they are important contributing members.”

– HPS teacher

guidance on how to invite families to become active partners in supporting learning at home, and tips for checking in with families in an encouraging way. A couple of teachers requested technology such as Google Voice to facilitate directly calling and texting families who do not use the district’s recommended apps.

And finally, some teachers requested more **flexibility** for implementation of APTT team meetings. Teachers wanted to be trusted more to choose how to shape the meetings to better connect with families (e.g., incorporate culturally responsive practices), select a delivery method (e.g., live vs. recorded session), and schedule dates and times for meetings that work best for their students’ families.

“Relinquishing a little bit of trust to teachers and the families, to foster more of a collaborative culture around what their APTT meetings can look like. I think it’s fantastic that this is a structure in place, and it’s highly needed, so I’m grateful to be a part of this. I’m just trying to think about how to make it feel more authentic and feel more genuine.”

– HPS teacher

Leaders prioritized district support to promote adequate funding, sustained teacher engagement, and cross-school communication and consistency.

School leadership team members discussed the importance of continued **funding** to support costs associated with APTT. This included additional time for teachers to prepare as well as funding for meeting logistics (e.g., materials, language services, participation incentives). They emphasized the importance of continuing to support teachers with staff members working behind the scenes to facilitate these logistics, with some leaders wondering if there could be more funds to hire school-based staff members to support APTT and other family engagement activities. Leaders also wondered how to fund ongoing professional development to improve teacher practice and onboard new staff members.

“My biggest concern is financial. Our staff is all on board, so we will be able to sustain APTT if we are provided the necessary funds.”

– SPS leader

In a related recommendation, leaders discussed their priorities for **sustaining teacher engagement and enthusiasm** for APTT while managing demands on teacher time and workload. One approach to this is making teachers feel appreciated through recognition and compensation. Another strategy leaders suggested is integrating APTT with other district and schoolwide initiatives so that families and teachers do not feel overwhelmed.

“I believe this is an EXCELLENT program that is incredibly beneficial to the community and want to continue it, but it needs to be less work for teachers.”

– HPS leader

Finally, leaders relayed an interest in additional **cross-school communication** about APTT to share ideas and lessons learned, especially around engaging families underrepresented in APTT meetings. HPS leaders, who have experience working collaboratively across schools, expressed appreciation for previous opportunities to connect with other school leadership teams. They also noted the need for more consistent expectations across schools related to teacher compensation and use of flex time for APTT.

Table 5. Future priorities and recommendations for APTT from families, teachers, and school leaders

Families	<ul style="list-style-type: none"> ✓ Increase opportunities for interaction during meetings, especially among families ✓ Increase time for families to connect individually with their child’s teacher ✓ Cover more diverse subjects and skills over the course of the year ✓ Ensure interpretation is available at all meetings
Teachers	<ul style="list-style-type: none"> ✓ Ensure paid time for meeting preparation, collaboration, and facilitation ✓ Expand resources for developing and improving games and materials ✓ Improve schoolwide outreach to engage more diverse families ✓ Provide more flexibility for implementation
Leaders	<ul style="list-style-type: none"> ✓ Increase funding to support the costs of implementation ✓ Sustain teacher engagement while managing demands on teacher time and workload ✓ Enhance cross-school communication and consistency

Appendix A. 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 the Community Center for Education Results (CCER) and Maria Paredes (the founder of APTT), the evaluation team developed a theory of change to describe the multilevel APTT and family engagement activities, supports, and approaches to achieving shared goals. Figure A1 describes regional, district, WestEd, and school activities during the initial APTT implementation phase.

Figure A1. 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
Who?	Foundational			Increased staff interest in and capacity for APTT	Student achievement is continuously improved
WestEd APTT coaches	CCER provides regional support to convene district leaders and APTT stakeholders	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		
School principals/ APTT champions	District leaders receive training, identify APTT schools, provide foundational supports, and champion the initiative		Teachers receive training to implement APTT	Improved instructional practice	The APTT process is scaled in and/or across Road Map Project districts
APTT teachers				Increased family and community engagement	
Families in APTT				Increased district interest and engagement in APTT	
District leaders and staff members					
Community Center for Education Results (CCER)					
What?	Ongoing				
APTT curriculum and materials	CCER provides ongoing “thought partnership” with district leaders and APTT stakeholders	APTT coaches provide ongoing support to school leaders to guide implementation	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		
APTT schools	District leaders provide resources, connections, and support for school-level implementation	APTT coaches provide support for APTT team meetings and debrief sessions three times a year			
School readiness					

Source: Education Northwest.

Appendix B. Evaluation Methods

Education Northwest used a concurrent mixed-methods approach (Creswell, 2009) to collect, analyze, and triangulate both qualitative and quantitative data from multiple sources. Protocols were developed in consultation with WestEd, CCER and the district partners as well as through document review of the APTT process and dual capacity framework (Mapp, 2019).

Interviews and focus groups

Families

Overall, 19 families from six schools participated in a focus group. School and district staff members recruited the families and made outreach materials available in seven languages. All focus groups were offered interpretation services. In HPS, focus groups were conducted in Cambodian, Chinese, English, Somali, and Spanish. All families received a gift card in appreciation of their time.

Questions focused on families' experiences supporting their child's learning, experiences with APTT meetings, and ideas about 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.

Educators

The evaluation team invited school leaders and teachers from the six participating schools to participate in interviews or focus groups during spring 2022. Overall, 14 leaders from six schools participated in an online interview and two teachers from one school participated in an online focus group. School leaders at one school chose not to participate in any interviews in Year 3. At three HPS schools and at all SPS schools, we were unable to recruit enough teachers to participate in focus groups.

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. Teachers who participated in focus groups were entered into a raffle for gift cards in appreciation of their time.

Surveys

Families

Schools administered online family surveys during the third APTT meeting and via general schoolwide outreach (e.g., newsletters). Education Northwest provided all six schools with a slide that contained survey links and QR codes for them to use in their APTT meetings. Surveys were available in seven languages. Families who completed a survey were entered into a raffle for gift cards in appreciation of their time. Family survey questions focused on experiences of APTT meetings and associated changes in family confidence, capacity, and connections as well as soliciting overall feedback.

Close to half of HPS family survey respondents came from McMicken, followed by Mount View and Bow Lake. In SPS, families survey respondents were about evenly split between the two schools.

Table B1. Family survey respondents by district, 2022

	Percent HPS respondents	Percent SPS respondents
Attending Student(s) Grade		
Kindergarten	16%	10%
Grade 1	30%	35%
Grade 2	13%	18%
Grade 3	24%	30%
Grade 4	17%	10%
Grade 5	23%	10%
Not reported	10%	13%
Student Race-Ethnicity		
American Indian or Alaska Native	2%	3%
Asian	16%	48%
Black or African American	14%	15%
Hispanic	28%	3%
Native Hawaiian or Other Pacific Islander	5%	0%
Multiracial	17%	35%
White	34%	33%
Not Reported	7%	13%
Language Spoken at Home		
Amharic	5%	3%
Cantonese	1%	5%
Filipino	0%	3%
English	48%	73%
Spanish	24%	3%
Vietnamese	4%	3%
Other*	9%	3%
Not Reported	8%	10%
Survey Language		
Amharic	1%	
Cantonese	0%	5%
English	73%	83%
Spanish	22%	0%
Vietnamese	4%	3%

Note: "Other" languages written included: Armenian/Russian, Bengali, Bosnian, Oromo, Punjabi, Tagalog, Tigrinya, and Uzbek.

Source: Education Northwest 2022 family survey analysis.

Educators

The evaluation team administered a survey directly to all teachers and leaders in schools implementing APTT in spring 2022. 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 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.

A total of seven HPS and four SPS school leaders completed a survey. Each participating school was represented. Overall, 28 teachers from HPS and 16 teachers from SPS completed the survey (table B2). About half of the HPS teachers came from McMicken, while the rest were split evenly among Bow Lake, Hilltop, and Mount View. About two-thirds of SPS teachers came from Thurgood Marshall and one-third from Rising Star.

Table B2. Educator survey respondents by district and role, 2019–2022

	Highline Public Schools			Seattle Public Schools		
	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
Role	<i>N</i>	<i>N</i>	<i>N</i>	<i>N</i>	<i>N</i>	<i>N</i>
Leader	6	7	7	6	6	4
Teacher	33	54	28	18	25	16

Note: SPS’s South Shore did not participate in Year 3 of the program and are not included in the analysis.

Source: Education Northwest leader and teacher 2019–2022 survey analysis.

Over 70 percent of teachers have at least five years of teaching experience, mostly gained at their current school. Most teacher respondents taught kindergarten through grade 3.

Table B3. Year 3 teacher survey sample by district

	Percent HPS Respondents	Percent SPS Respondents
Years Teaching		
One year	0%	6%
Two to four years	14%	19%
Five to ten years	32%	31%
More than ten years	50%	44%
Not reported	4%	
Years Teaching in Current School		
		13%
One year	7%	25%
Two to four years	29%	38%
Five to ten years	43%	25%
More than ten years	21%	
Grade Taught		
		13%
Kindergarten	14%	25%
Grade 1	14%	25%
Grade 2	18%	13%
Grade 3	29%	25%
Grade 4	14%	6%
Grade 5	14%	6%

Source: Education Northwest teacher 2022 survey analysis.

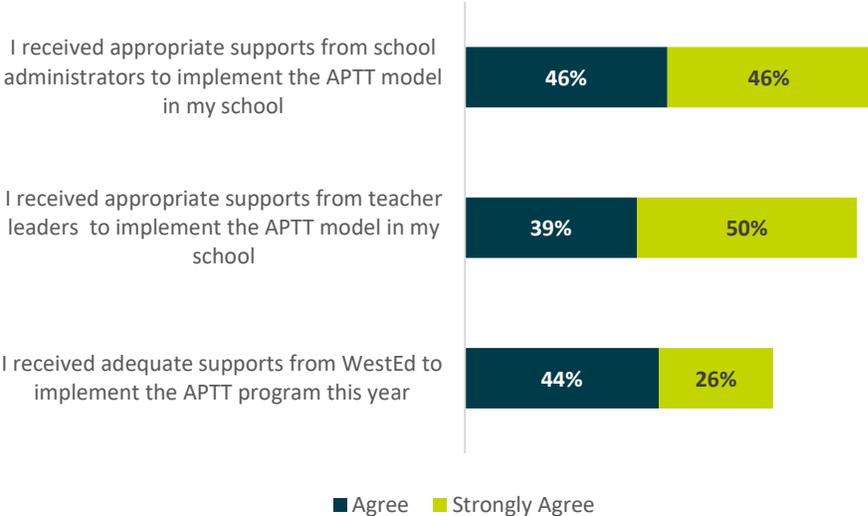
Document review

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 school-level facilitation plans (e.g., focus skills by grade level, facilitation structure).

Appendix C. Highline Public Schools Educator Survey Responses

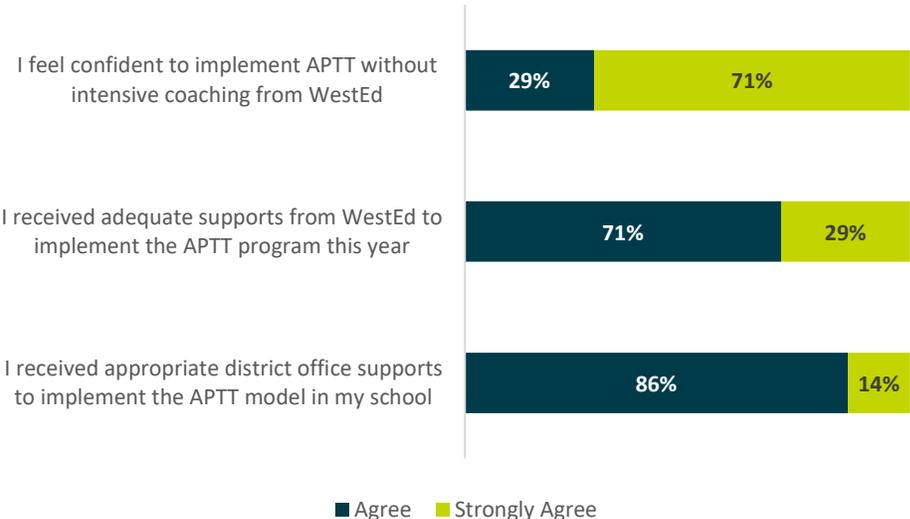
Overall support for APTT implementation

Figure C1. HPS teachers' perception of overall support for APTT implementation, 2022 (n = 28)



Source: Education Northwest analysis of 2022 HPS APTT teacher survey data.

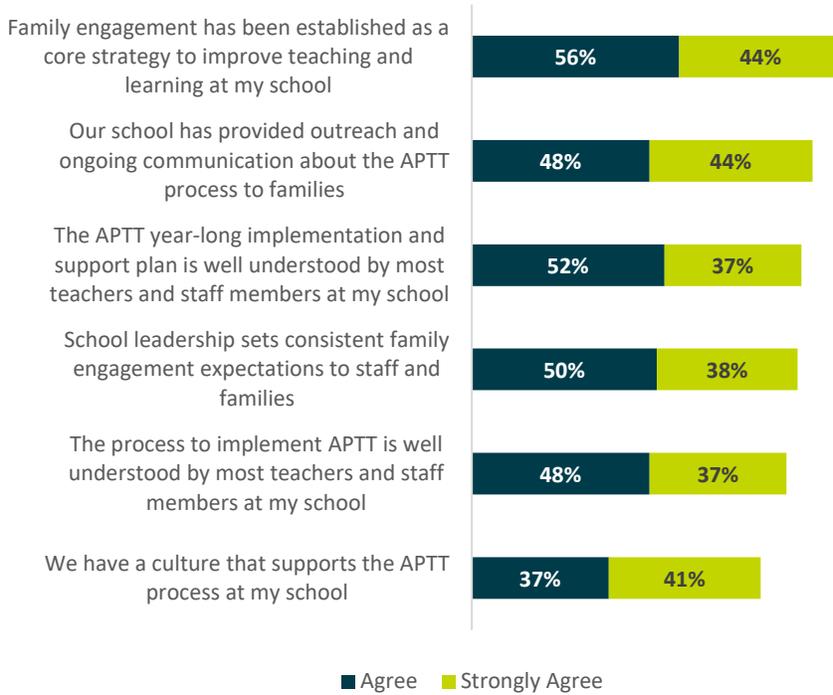
Figure C2. HPS leaders' perception of overall support for APTT implementation, 2022 (n = 7)



Source: Education Northwest analysis of 2022 HPS APTT leader survey data.

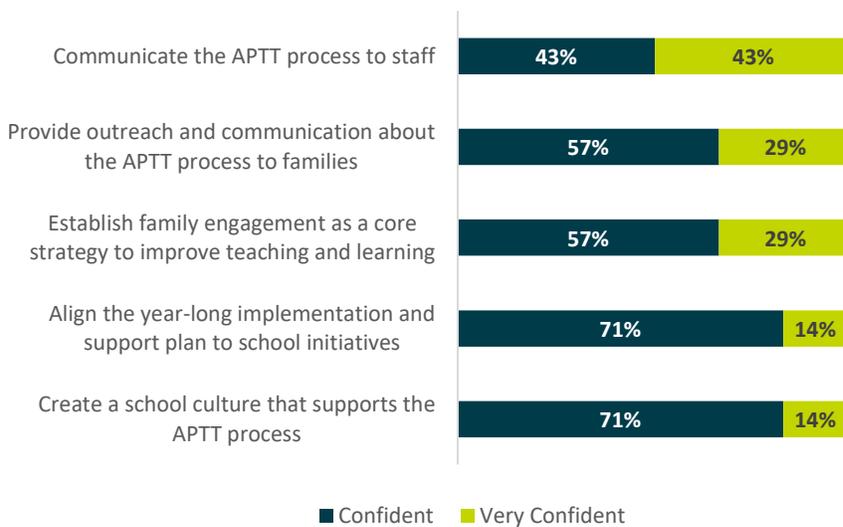
APTT implementation progress: Supportive school-level conditions

Figure C3. HPS teachers' perception of school supports for APTT communication and culture, 2022 (n = 28)



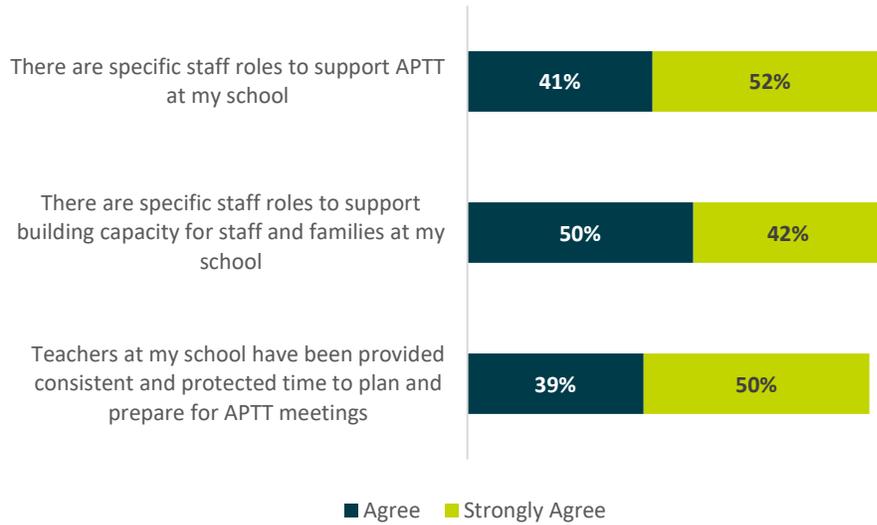
Source: Education Northwest analysis of 2022 HPS APTT teacher survey data.

Figure C4. HPS leaders' perception of school supports for APTT communication and culture, 2022 (n = 7)



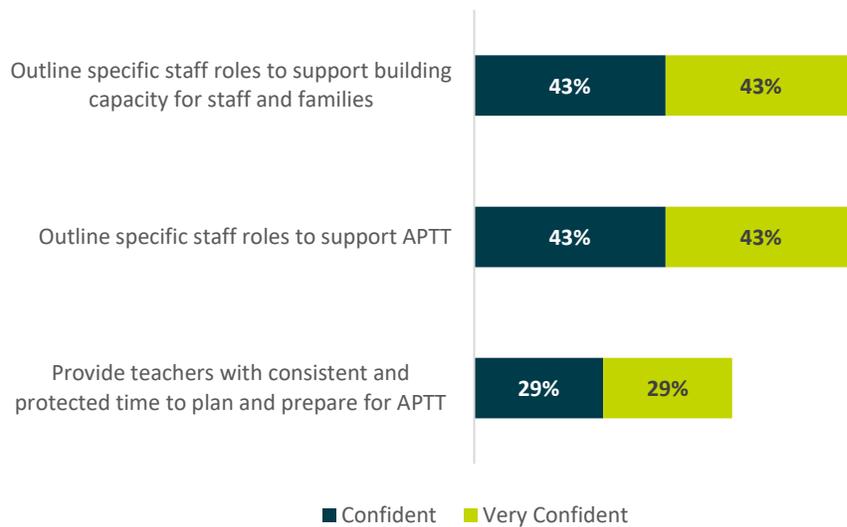
Source: Education Northwest analysis of 2022 HPS APTT leader survey data.

Figure C5. HPS teachers' perception of APTT organizational supports and structures, 2022 (n = 28)



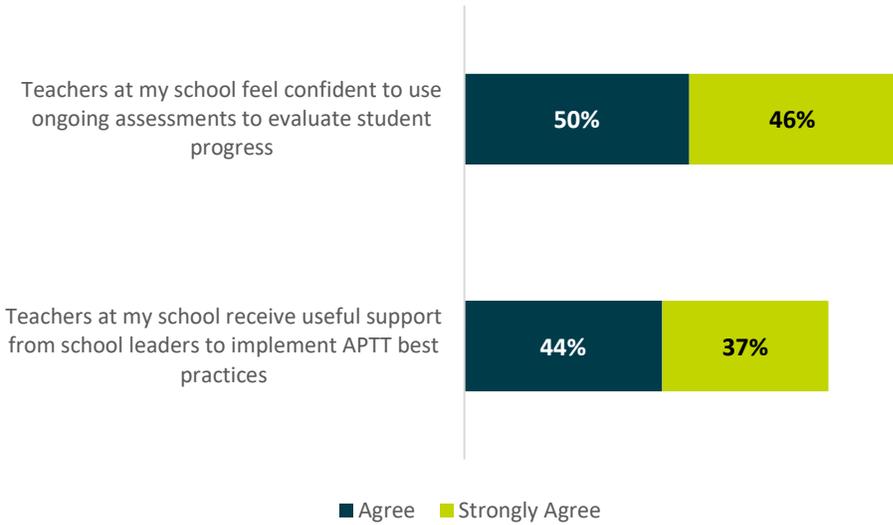
Source: Education Northwest analysis of 2022 HPS APTT teacher survey data.

Figure C6. HPS school leaders' confidence in APTT organizational supports and structures, 2022 (n = 7)



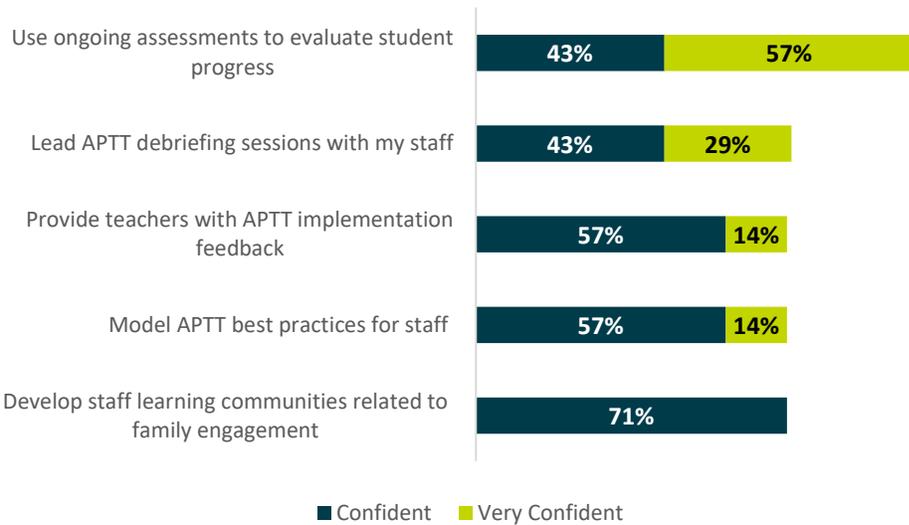
Source: Education Northwest analysis of 2022 HPS APTT leader survey data.

Figure C7. HPS teachers' perceptions of school-level continuous learning and improvement, 2022 (n = 28)



Source: Education Northwest analysis of 2022 HPS APTT teacher survey data.

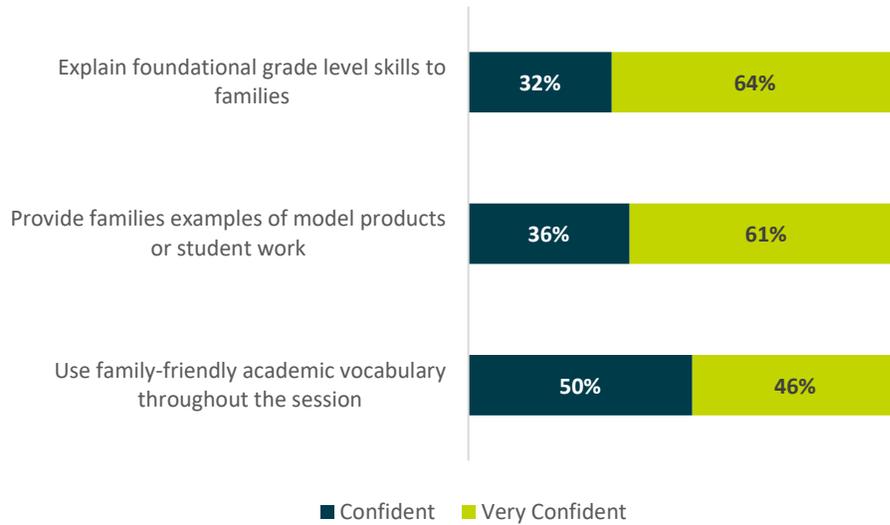
Figure C8. HPS school leaders' confidence in school-level continuous learning and improvement, 2022 (n = 7)



Source: Education Northwest analysis of 2022 HPS APTT leader survey data.

APTT implementation progress: Essential elements of team meetings

Figure C9. HPS teachers' confidence in facilitating lesson about grade level foundational skills, 2022 (n = 28)



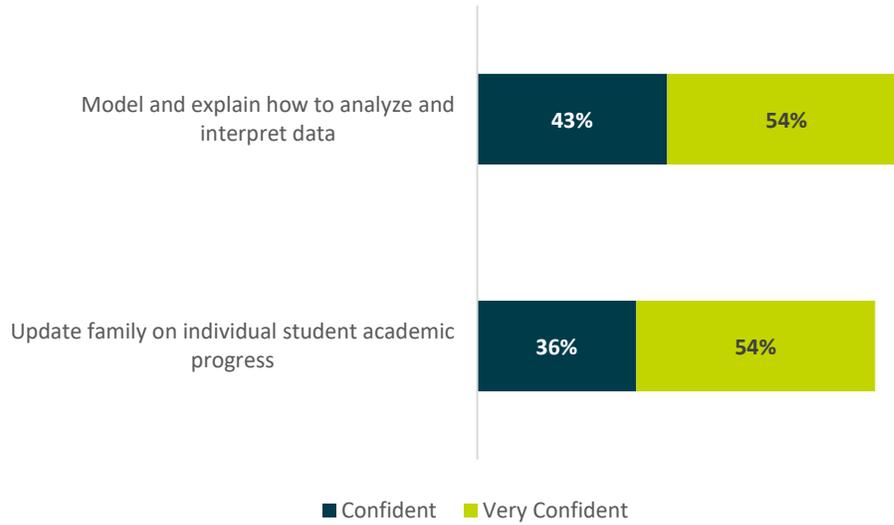
Source: Education Northwest analysis of 2022 HPS APTT teacher survey data.

Figure C10. HPS teachers' confidence in facilitating modeling and practice of home learning activities, 2022 (n = 28)



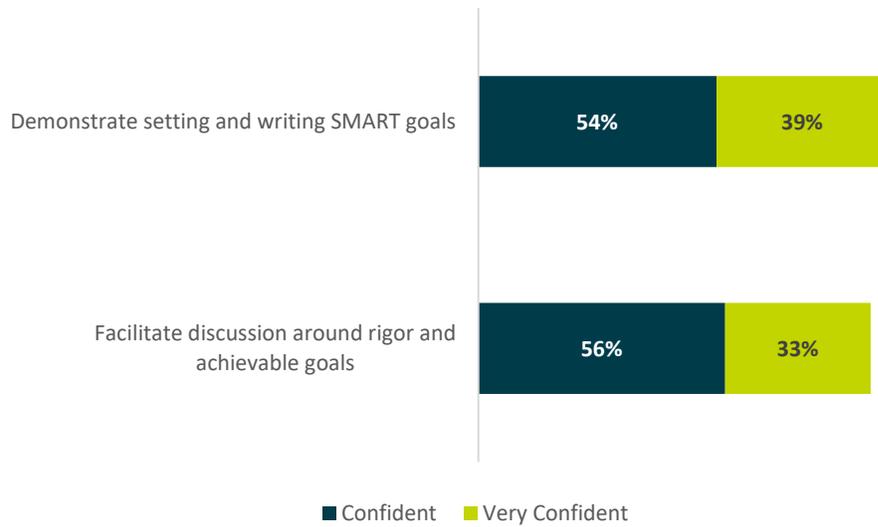
Source: Education Northwest analysis of 2022 HPS APTT teacher survey data.

Figure C11. HPS teachers' confidence in sharing and discussing student progress data, 2022 (n = 28)



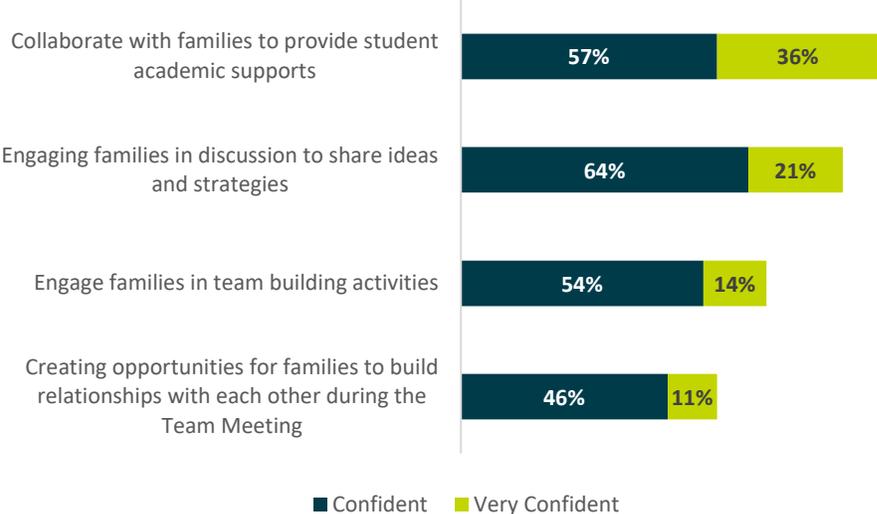
Source: Education Northwest analysis of 2022 HPS APTT teacher survey data.

Figure C12. HPS teachers' confidence in setting learning goals, 2022 (n = 28)



Source: Education Northwest analysis of 2022 HPS APTT teacher survey data.

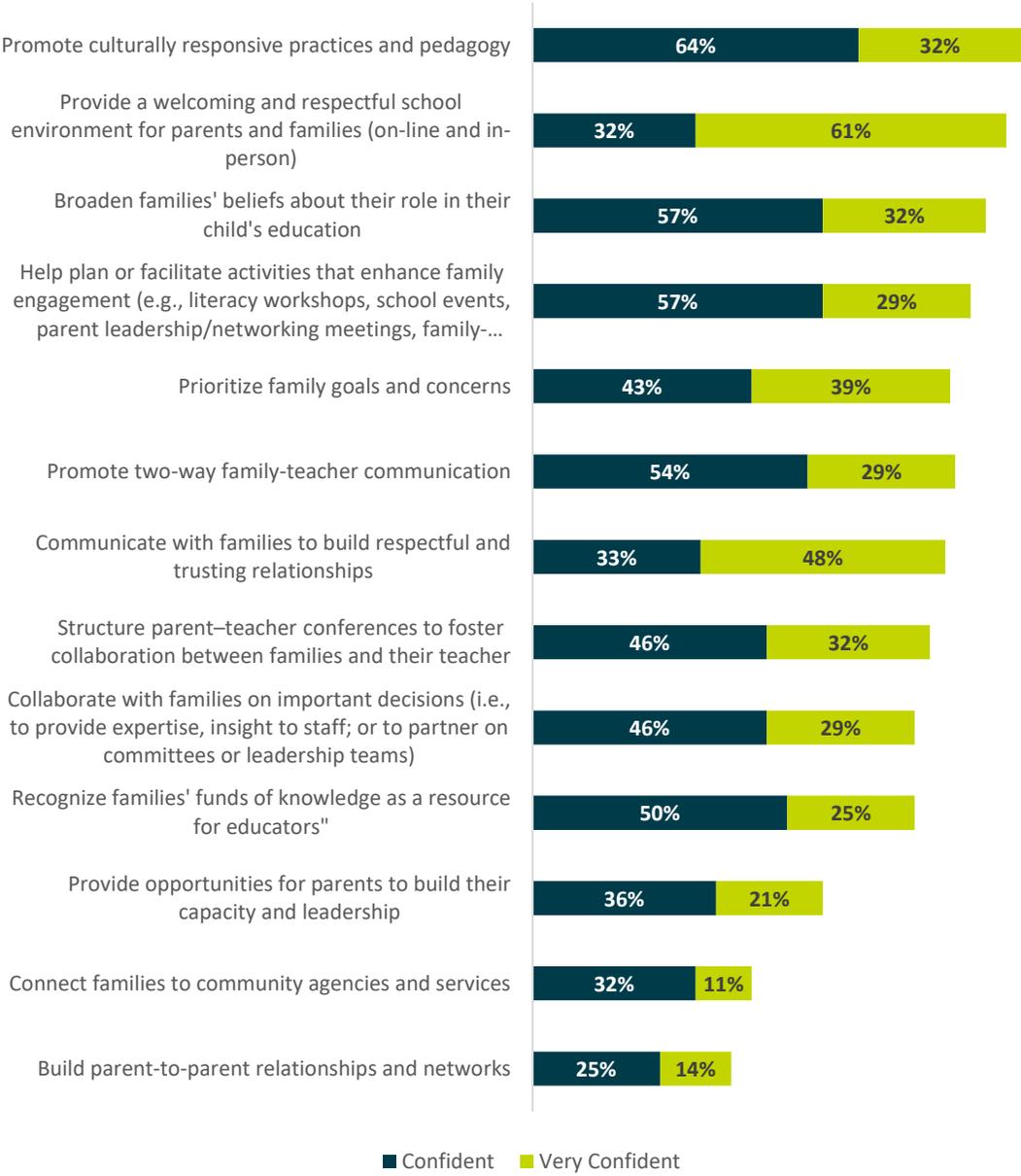
Figure C13. HPS teachers' confidence in relationship building activities, 2022 (n = 28)



Source: Education Northwest analysis of 2022 HPS APTT teacher survey data.

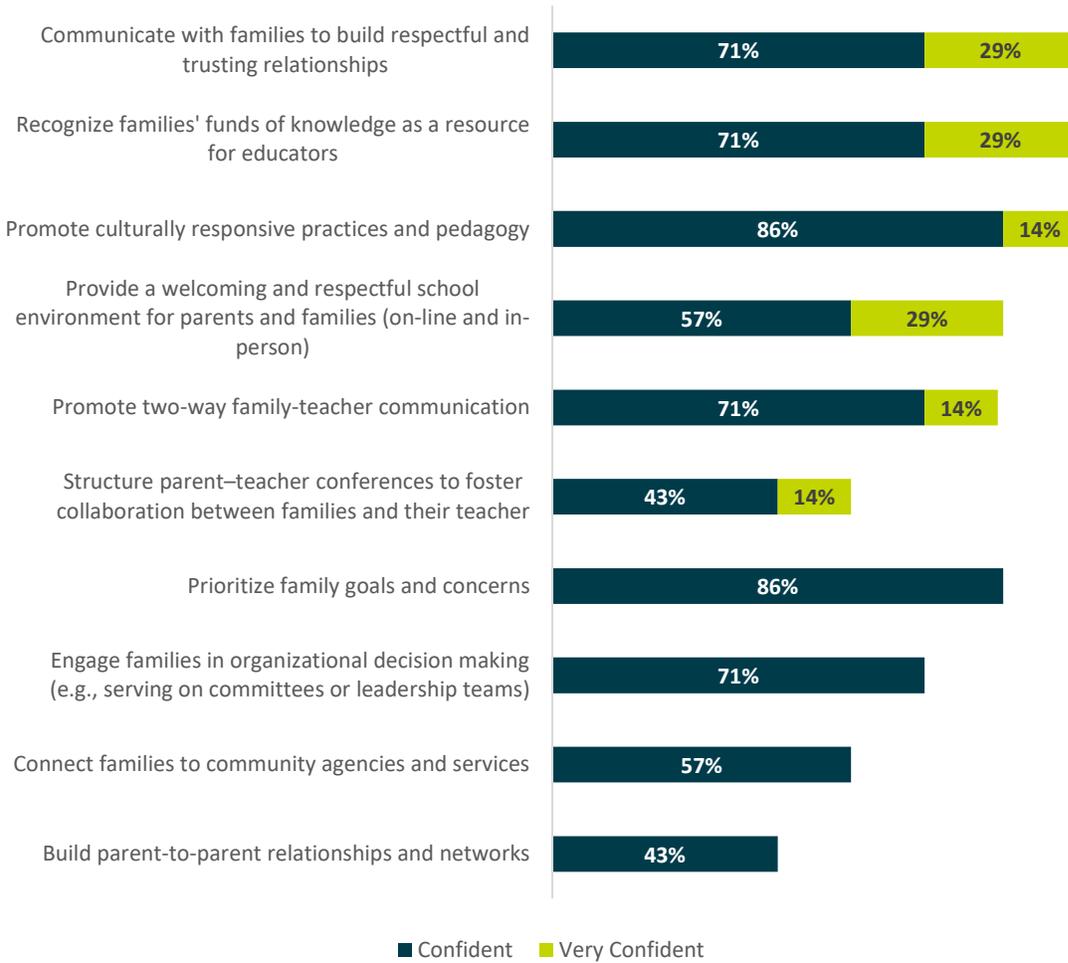
School culture and capacity for family-school partnerships

Figure C14. HPS teachers' confidence in foundational family engagement practices, 2022 (n = 28)



Source: Education Northwest analysis of 2022 HPS APTT teacher survey data.

Figure C15. HPS leaders' confidence in foundational family engagement practices, 2022 (n = 7)

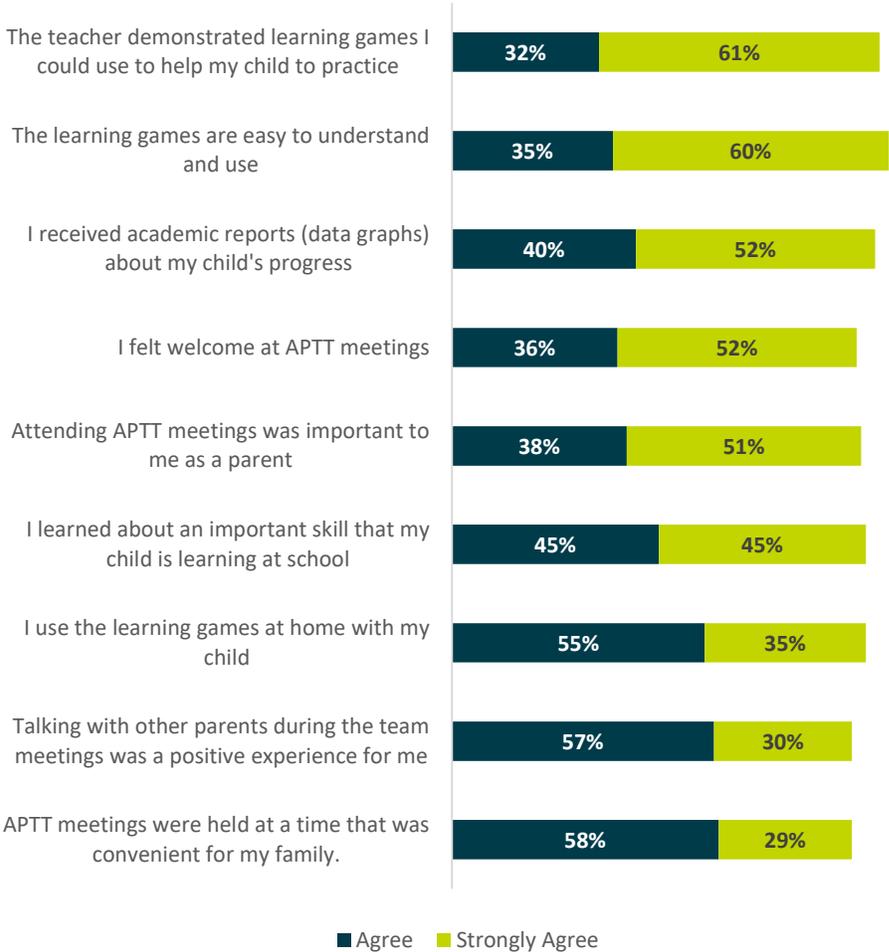


Source: Education Northwest analysis of 2022 HPS APTT leader survey data.

Appendix D. Highline Public Schools Family Survey Responses

APTT implementation progress: Essential elements of family team meetings

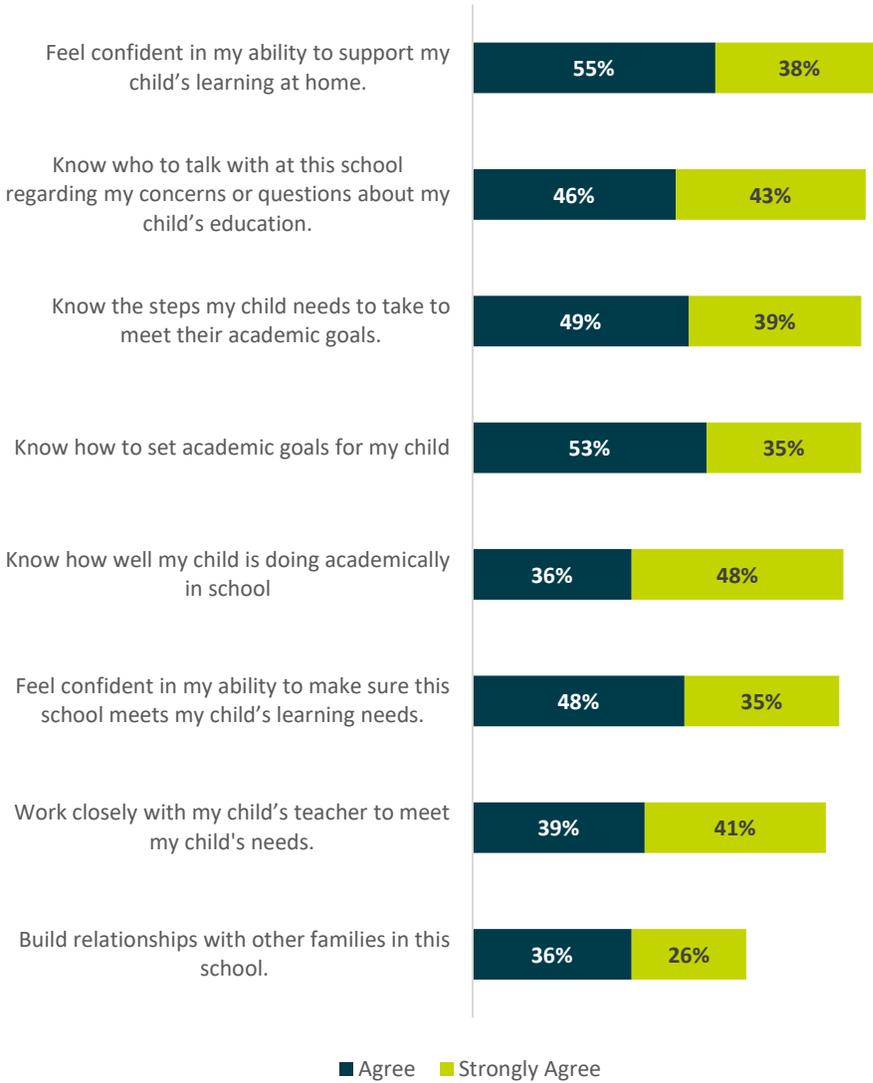
Figure D1. HPS families' perception of APTT team meeting essential elements, 2022 (n = 77)



Source: Education Northwest analysis of 2022 HPS APTT family survey data.

Figure D2. HPS families' perception of increased capacity through APTT meetings, 2022 (n = 77)

APTT family nights helped me to ...

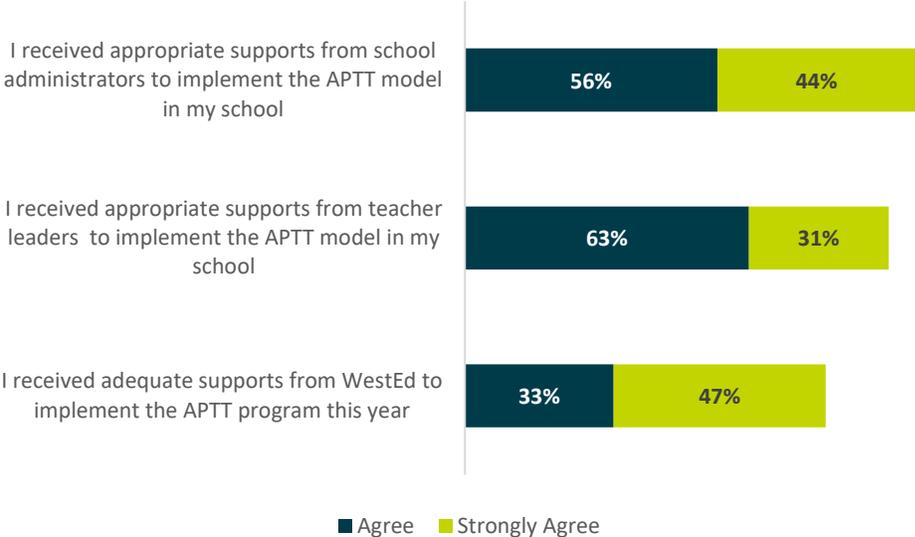


Source: Education Northwest analysis of 2022 HPS APTT family survey data.

Appendix E. Seattle Public Schools Educator Survey Responses

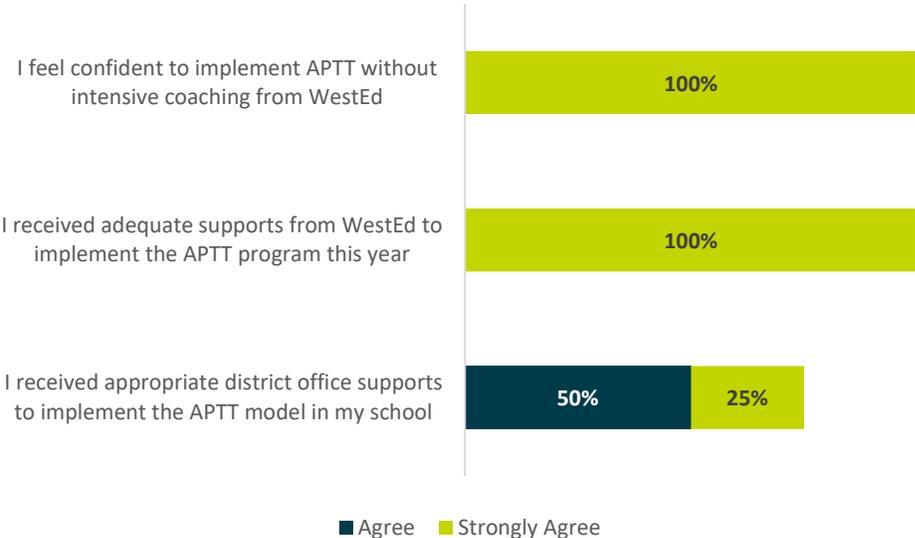
Overall support for APTT implementation

Figure E1. SPS teachers' perception of overall support for APTT implementation, 2022 (n = 16)



Source: Education Northwest analysis of 2022 SPS APTT teacher survey data.

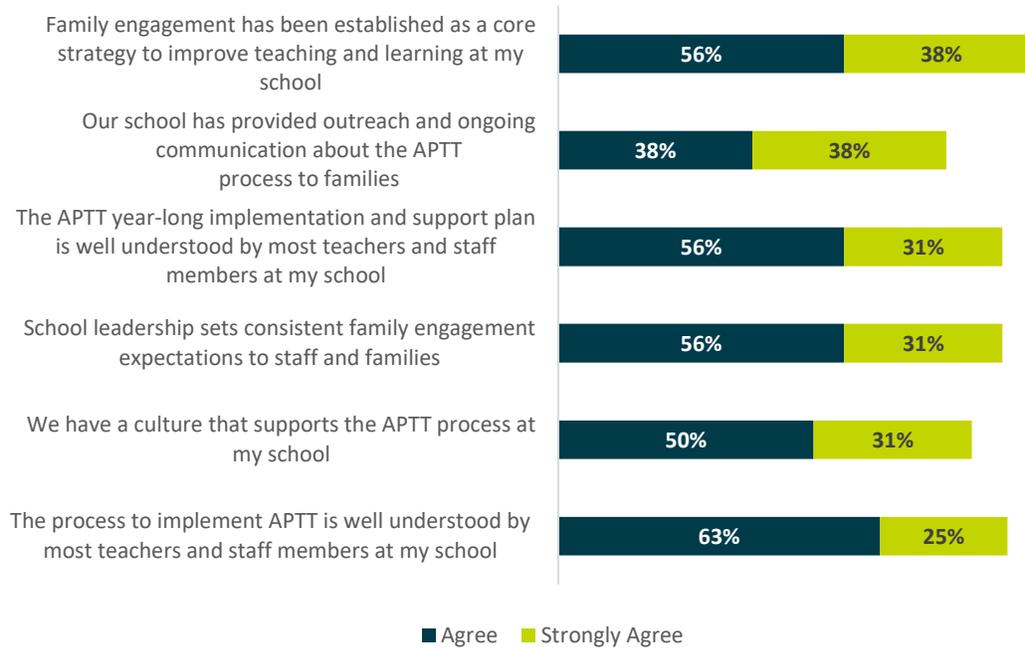
Figure E2. SPS leaders' perception of overall support for APTT implementation, 2022 (n = 4)



Source: Education Northwest analysis of 2022 SPS APTT leader survey data.

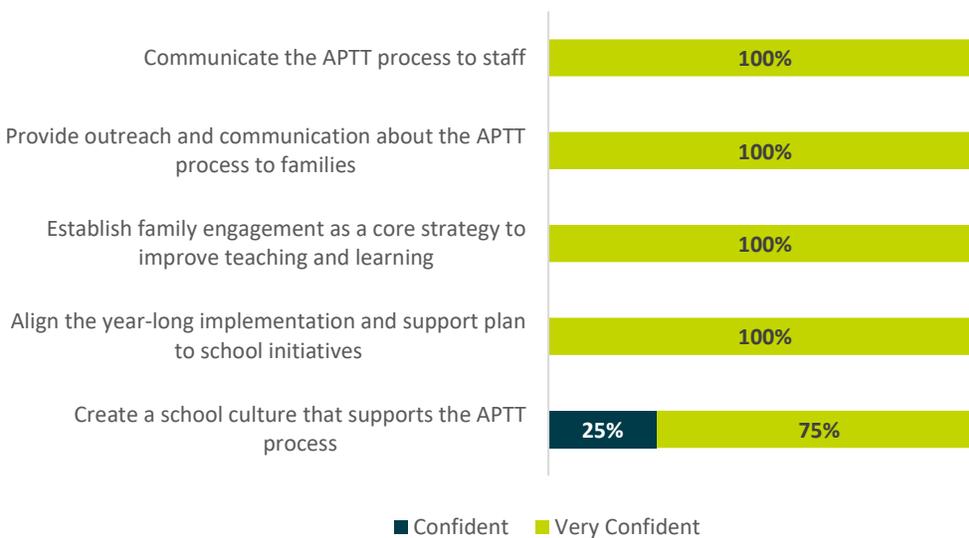
APTT implementation progress: Supportive school conditions

Figure E3. SPS teachers' perception of school supports for APTT communication and culture, 2022 (n = 16)



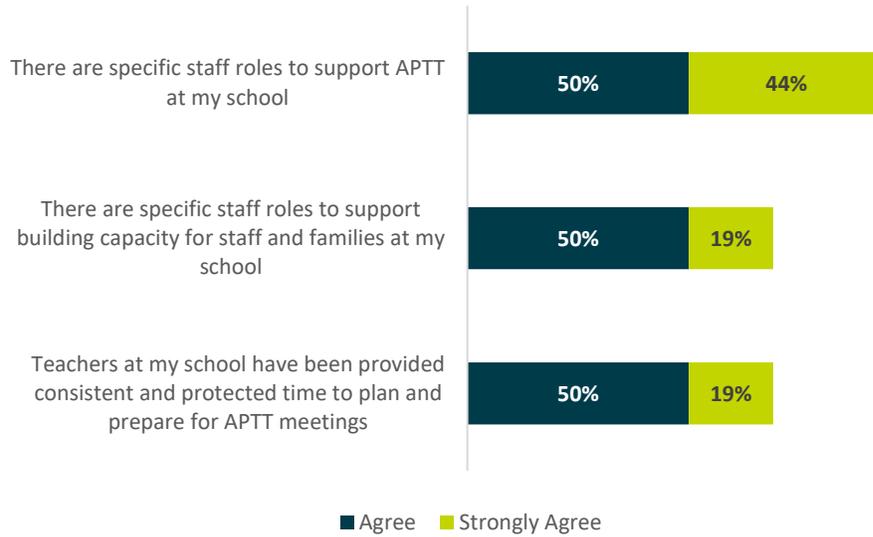
Source: Education Northwest analysis of 2022 SPS APTT teacher survey data.

Figure E4. SPS leaders' perception of school supports for APTT communication and culture, 2022 (n = 4)



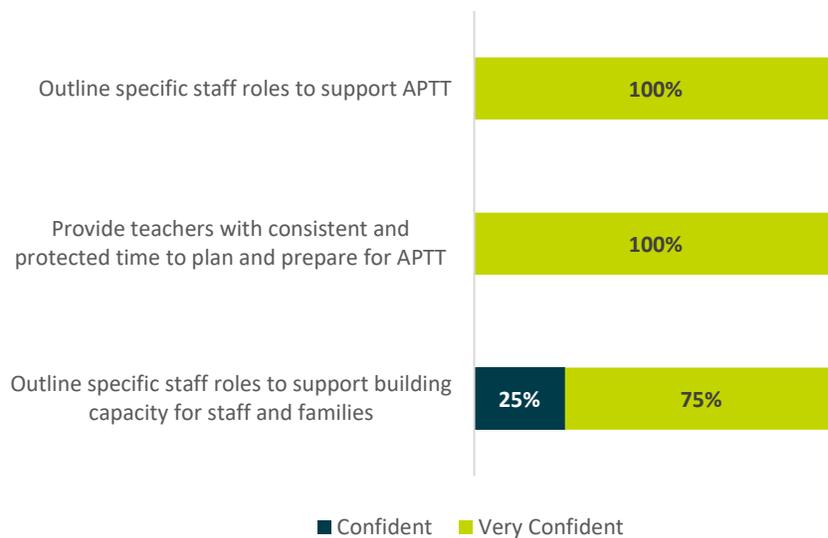
Source: Education Northwest analysis of 2022 SPS APTT leader survey data.

Figure E5. SPS teachers' perception of APTT organizational supports and structures, 2022 (n = 16)



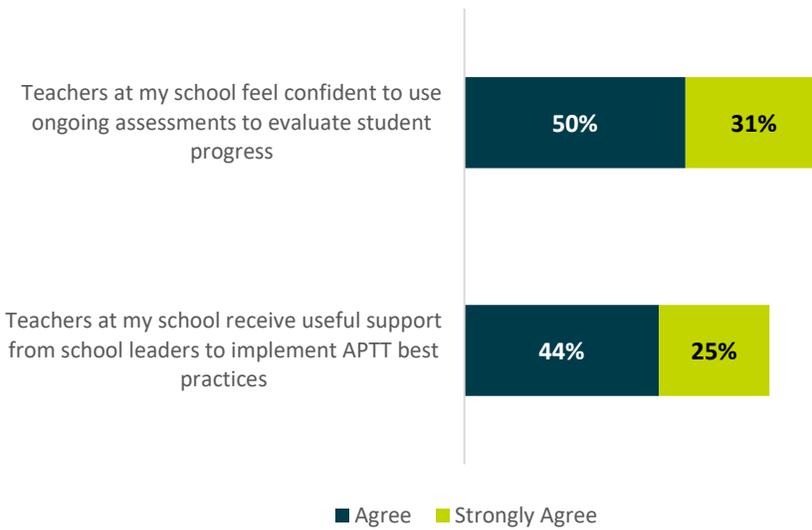
Source: Education Northwest analysis of 2022 SPS APTT teacher survey data.

Figure E6. SPS school leaders' confidence in APTT organizational supports and structures, 2022 (n = 4)



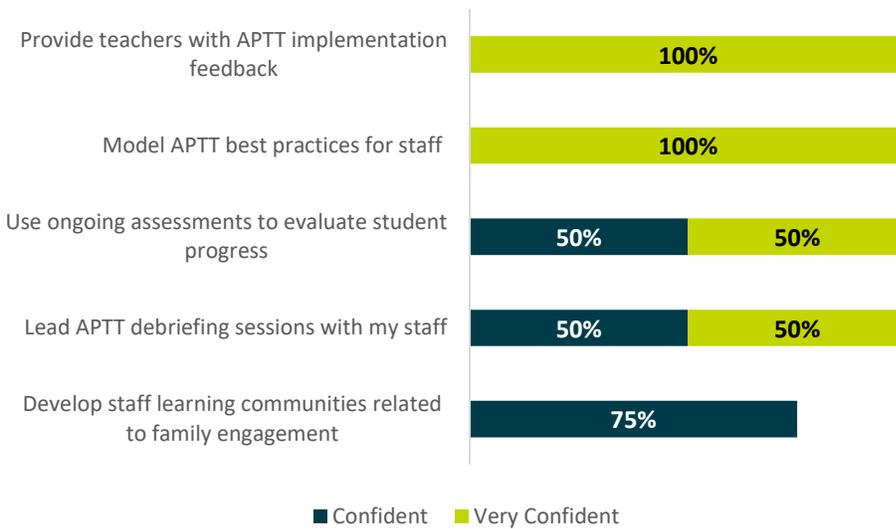
Source: Education Northwest analysis of 2022 SPS APTT leader survey data.

Figure E7. SPS teachers' perceptions of continuous learning and improvement, 2022 (n = 16)



Source: Education Northwest analysis of 2022 SPS APTT teacher survey data.

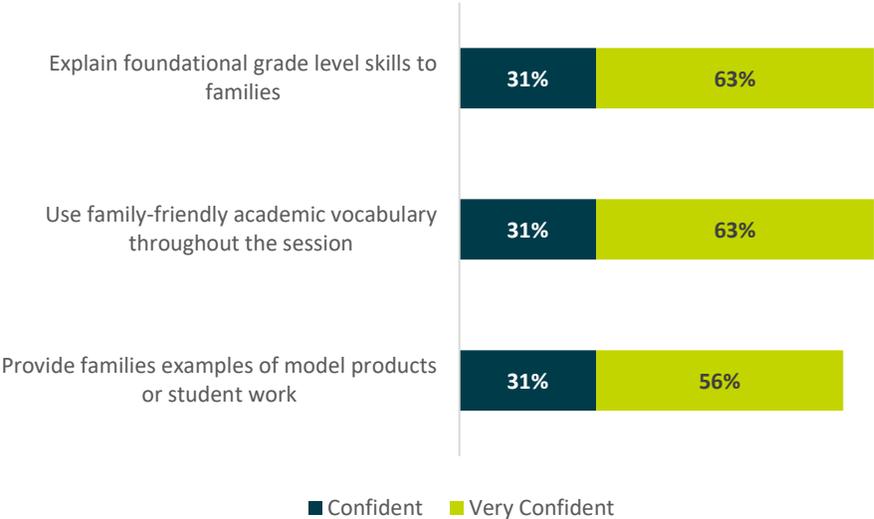
Figure E8. SPS school leaders' confidence in continuous learning and improvement, 2022 (n = 4)



Source: Education Northwest analysis of 2022 SPS APTT leader survey data.

APTT implementation progress: Essential elements of team meetings

Figure E9. SPS teachers' confidence in facilitating lesson on grade level foundational skills, 2022 (n = 16)



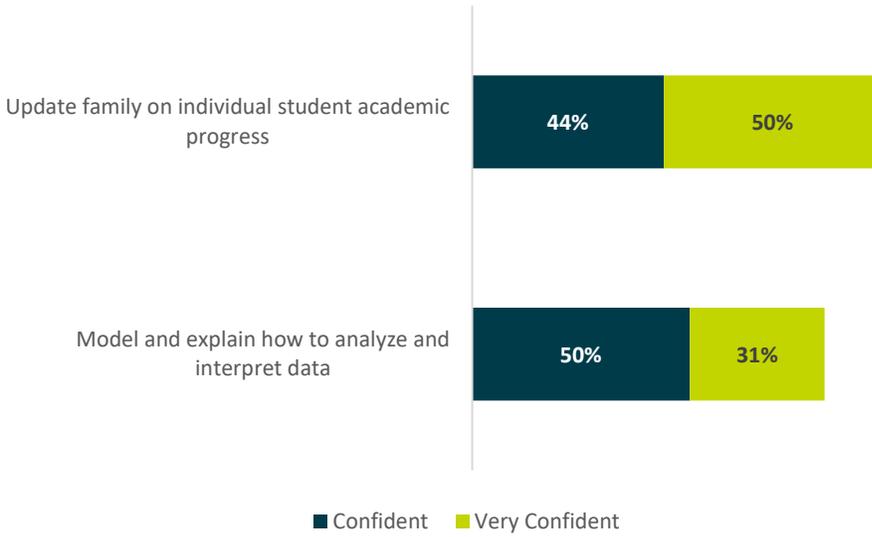
Source: Education Northwest analysis of 2022 SPS APTT teacher survey data.

Figure E10. SPS teachers' confidence in facilitating modeling and practice of home learning activities, 2022 (n = 16)



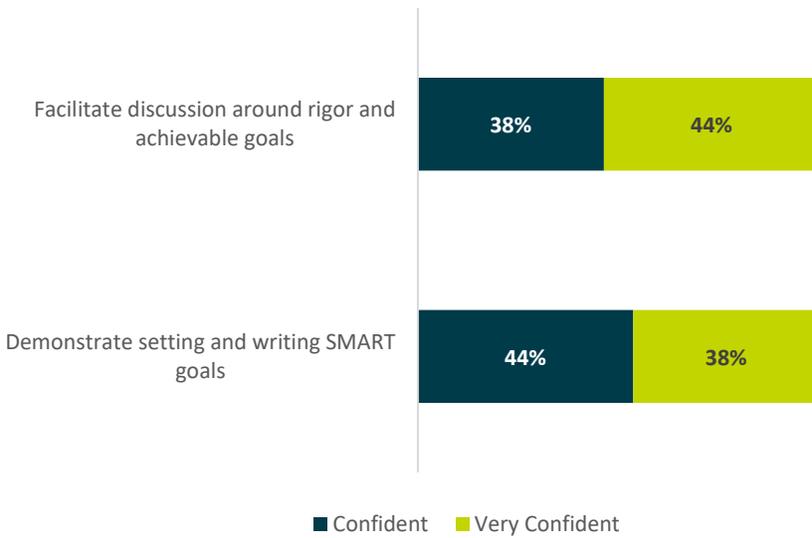
Source: Education Northwest analysis of 2022 Seattle school district APTT teacher survey data.

Figure E11. SPS teachers' confidence in sharing and discussing student progress data, 2022 (n = 16)



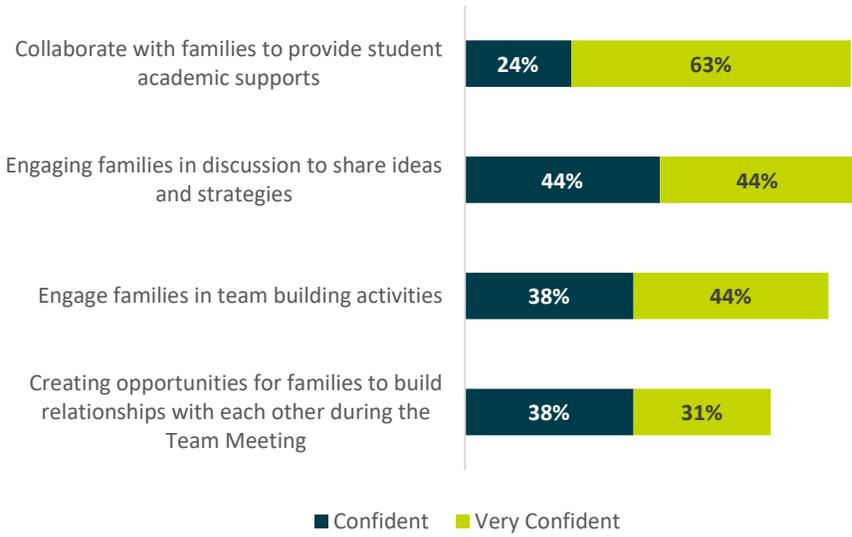
Source: Education Northwest analysis of 2022 SPS APTT teacher survey data.

Figure E12. SPS teachers' confidence in setting learning goals, 2022 (n = 16)



Source: Education Northwest analysis of 2022 SPS APTT teacher survey data.

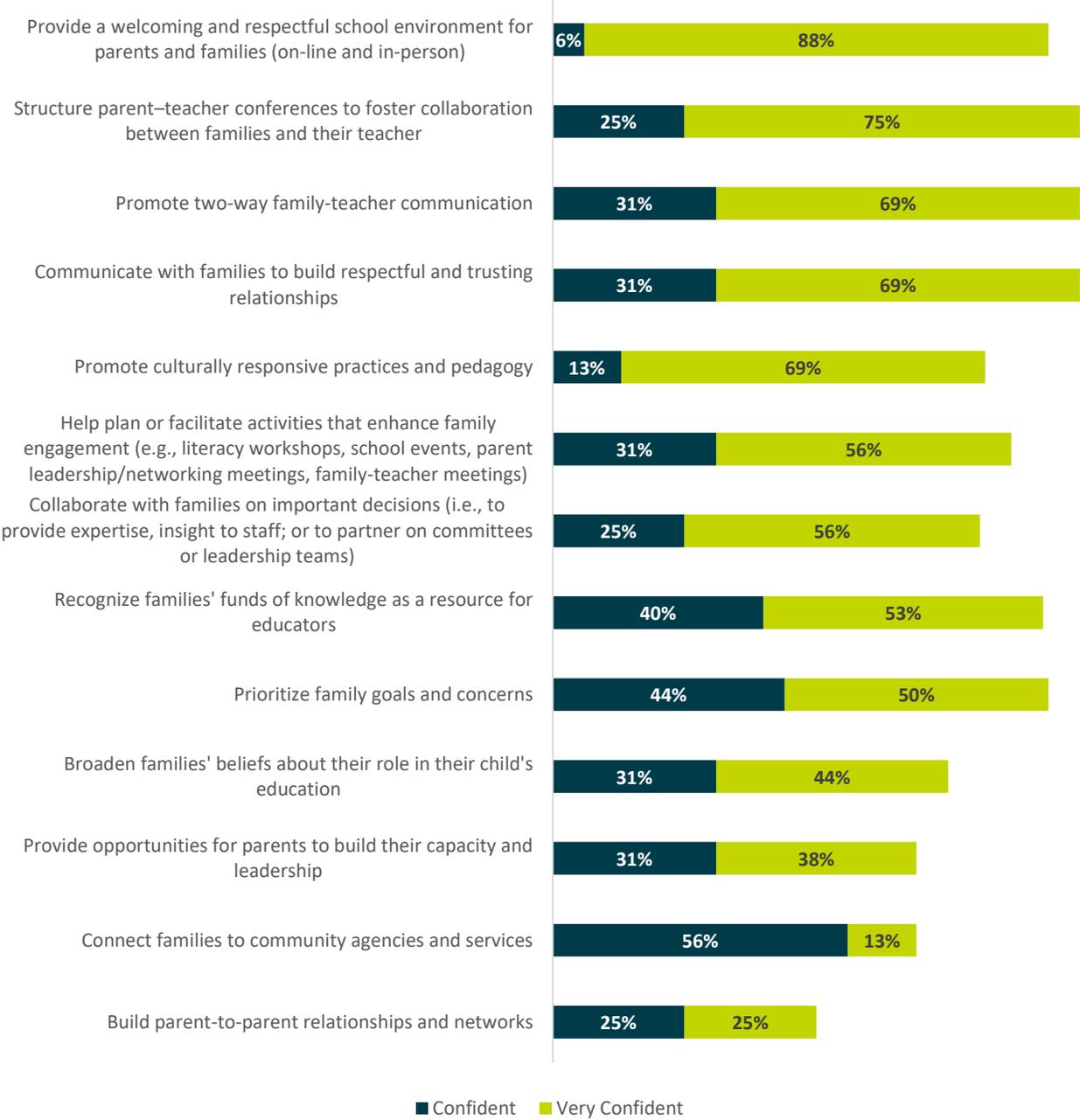
Figure E13. SPS teachers' confidence in facilitating relationship building activities, 2022 (n = 16)



Source: Education Northwest analysis of 2022 SPS APTT teacher survey data.

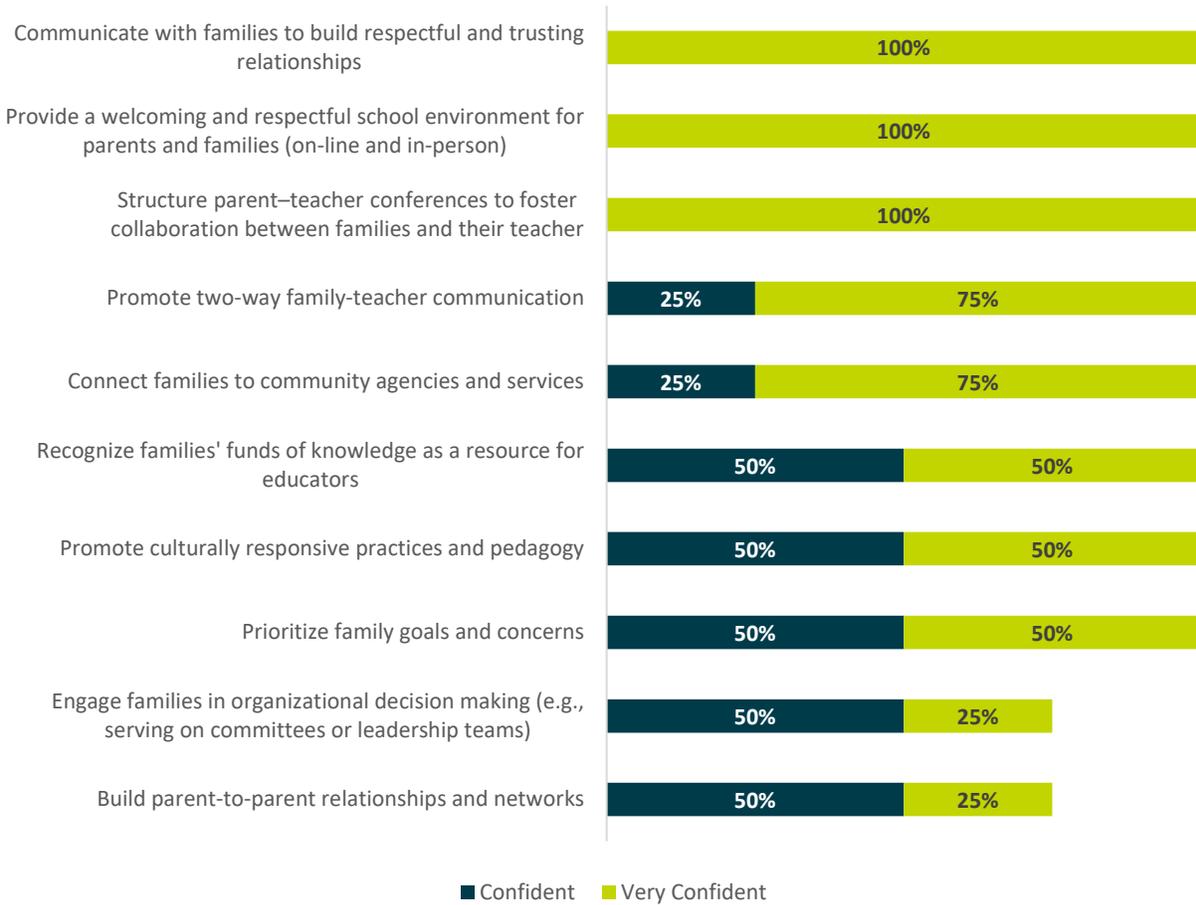
School culture and capacity for family-school partnerships

Figure E14. SPS teachers' confidence in foundational family engagement practices, 2022 (n = 16)



Source: Education Northwest analysis of 2022 Seattle school district APTT teacher survey data.

Figure E15. SPS leaders' confidence in foundational family engagement practices, 2022 (n = 4)

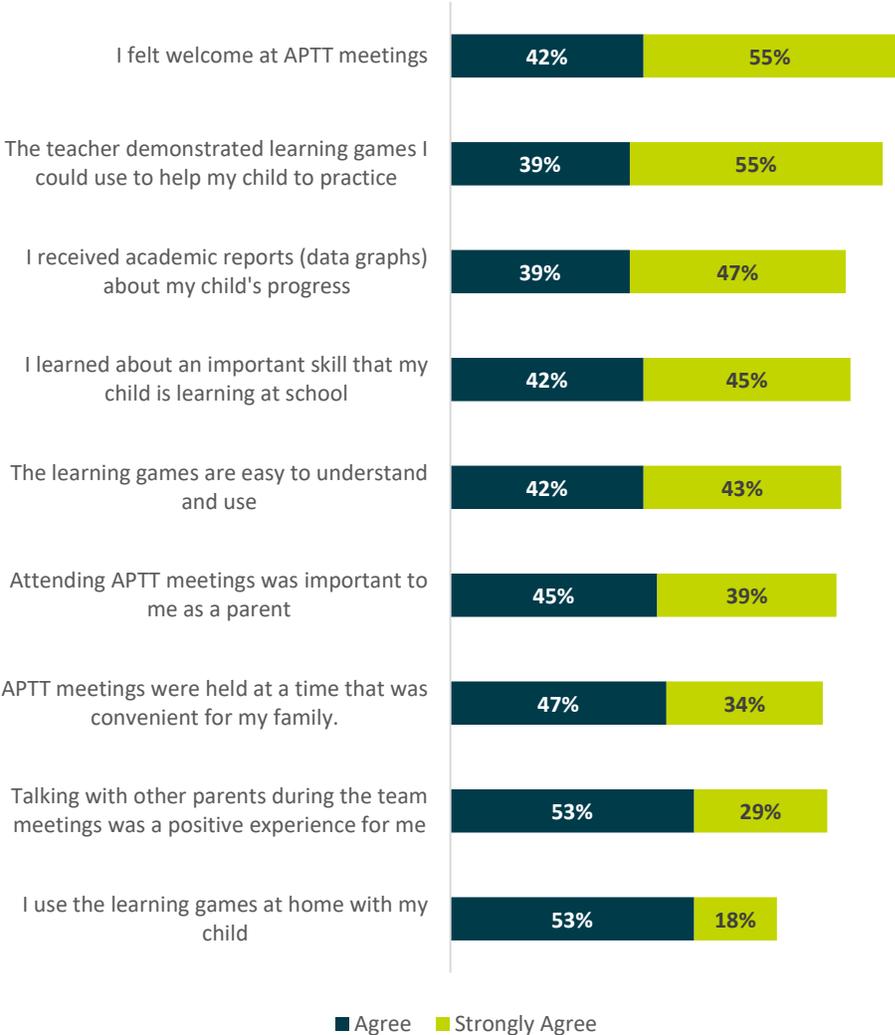


Source: Education Northwest analysis of 2022 SPS APTT leader survey data.

Appendix F. Seattle Public Schools Family Survey Responses

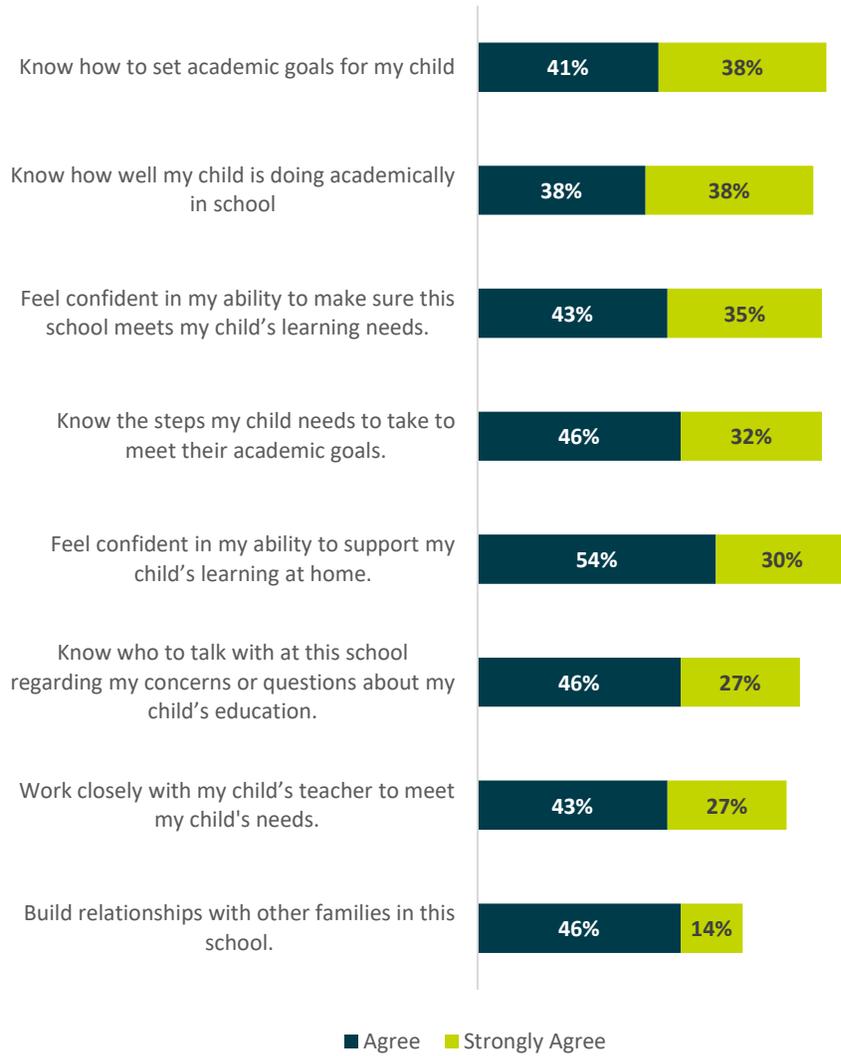
APTT implementation progress: Essential elements of team meetings

Figure F1. SPS families' perception of APTT team meeting essential elements, 2022 (n = 38)



Source: Education Northwest analysis of 2022 SPS APTT family survey data.

Figure F2. SPS families' perception of increased capacity through APTT meetings, 2022 (n = 38)



Source: Education Northwest analysis of 2022 SPS APTT family survey data.