



Puerto Rico Partnership to Engage Families in Data Use

The Puerto Rico Partnership aims to improve student outcomes by building educators' capacity to design and implement clear, data-driven communication with families about students' academic and behavioral progress. In turn, families will be able to use data to advocate for and support their children's learning needs.

Parental involvement in a child's education and family-school partnerships can have a systematic and sustained effect on learning outcomes for children.^{1,2,3,4,5,6,7} Moreover, family engagement has been shown to be the strongest predictor of student achievement.⁸ As part of a legislative initiative, Puerto Rico has embarked on a family engagement initiative requiring its department of education to develop an action plan to support and broaden schools' efforts to promote robust family engagement. REL Northeast & Islands (REL-NEI) will support these efforts with research-based resources and best practices for engaging families to use and understand data to support their children's academic experiences. This will include assessing parents and families' data needs and providing coaching to district leaders on action planning to enhance family engagement. REL-NEI will also train principals and teachers in how to effectively implement the Academic Parent-Teacher Teams (APTT) model, which is a research-based family engagement model focused on parent and teacher partnerships. Additionally, REL-NEI and its partners will co-develop a dissemination plan to spread awareness and deepen understanding about, support access to, and facilitate sharing of partnership resources, using strategies such as an infographic for families showing how to access available data about their students and schools and then use that data to support their students' education.

PAST, CURRENT & UPCOMING PROJECTS

Training, Coaching, and Technical Support

Building Capacity for District Leaders and Teachers on Engaging Families in Data Use

This project includes three sessions with regional leaders to articulate the district's goals related to family engagement, inventory barriers related to providing families with access to student data, identify evidence-based strategies that schools can use to effectively involve families in their students' learning, and incorporate those strategies into an action plan.

Pilot Implementation of the APTT Model (2023/2024 school year)

This project includes coaching support to three pilot schools that are implementing the full APTT model in

1. Bryk, A. S., Sebring, P. B., & Allensworth, E. (2009). *Organizing schools for improvement: Lessons from Chicago*. Chicago: University of Chicago Press.
2. Dearing, E., Kreider, H., & Weiss, H. B. (2008). Increased family involvement in school predicts improved child-teacher relationships and feelings about school for low-income children. *Marriage & Family Review*, 43(3/4), 226–254.
3. DeCastro, B. S., & Catsambis, S. (2009). Parents still matter: Parental links to the behaviors and future outlook of high school seniors. In N. Hill and R. Chao, (Eds.), *Families, schools, and the adolescent: Connecting research, policy, and practice*. New York: Teachers College Press.
4. Henderson, A.T., & Mapp, K. L. (2002). *A new wave of evidence: The impact of school, family, and community connections on student learning*. Austin, TX: Southwest Education Development Laboratory.
5. Jaynes, W. H. (2005). A meta-analysis of the relation of parental involvement to urban elementary school student academic achievement. *Urban Education*, 40(3), 237–269.
6. Jaynes, W. H. (2007). The relationship between parental involvement and urban secondary school student academic achievement. *Urban Education*, 42(1), 82–110.
7. Jeynes, W. (2012). A meta-analysis of the efficacy of different types of parental involvement programs for urban students. *Urban Education*, 47(4), 706–742.
8. Henderson, A.T., & Mapp, K.L. (2002). *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*. National Center for Family and Community Connections with Schools and SEDL. <https://sedl.org/connections/resources/evidence.pdf>.

the elementary and middle school grades. REL-NEI will support pilot schools in planning and conducting the three required APTT meetings that are part of the model. To determine if the model is being implemented well, and that families are attending and actively participating in the meetings, REL-NEI will conduct observations of the APTT meetings that are facilitated by the pilot schools.

Dissemination

Using Data to Go Beyond Feel-Good Conversations with Families in Puerto Rico

This blog describes how educators in Puerto Rico are engaging families through the use of APTT, a model that uses student progress data to enrich and inform communication and collaboration with families.

What Are Academic Parent-Teacher Teams?

The APTT model is grounded in the idea that students can thrive when families and teachers work together as partners to maximize learning beyond the classroom. The model provides opportunities for parents and teachers to collaborate and learn how to have effective data conversations. This fact sheet can be used by educators and caregivers to learn about APTT.

Supporting Your Student at Home: Tips for Families with Students in Elementary Grades

When parents or caregivers and educators work together to ensure students succeed and feel supported, students can do well academically, socially, and emotionally. This fact sheet provides tips for caregivers to help students feel prepared, confident, and ready to learn.

PARTNERSHIP LEADS



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