



## SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 11.1

**Meeting Date:** October 3, 2013

**Subject:** Parent Teacher Home Visit Project/Academic Parent Teacher Teams

- ☒ Information Item Only
- ☐ Approval on Consent Agenda
- ☐ Conference (for discussion only)
- ☐ Conference/First Reading (Action Anticipated: \_\_\_\_\_)
- ☐ Conference/Action
- ☐ Action
- ☐ Public Hearing

**Division:** School Family and Community Partnerships

**Recommendation:** N/A

**Background/Rationale:**

A signature SCUSD program, Parent Teacher Home Visit (PTHV) is a model of family engagement that has been proven to end the cycle of blame between families and school staff by building trust and respect, instilling cultural competency and increasing personal and professional capacity for all involved. The Parent Teacher Home Visit Project will connect students, families and teachers by conducting home visits at 40 school sites in 2013-2014.

In 2012-2013 PTHV added another component to their programming by piloting Academic Parent Teacher Team (APTT) meetings at 5 school sites. APTT is a modified way of conducting a traditional parent-teacher conference in which parents receive student and class level data, and learn strategies and activities they can conduct at home to support grade level foundational skills. For more information about this program, visit the following website at [www.pthvp.org](http://www.pthvp.org).

**Financial Considerations:** PTHV and APTT are currently supported through Title I funds. The total budget allocated in 2013-2014 for both PTHV and APTT is \$318,000.

**Documents Attached:**

1. Executive Summary
2. PTHV Fast Facts

**Estimated Time of Presentation:** 30 minutes

**Submitted by:** Teresa Cummings, Chief Accountability Officer  
Tu Moua, Director School Family and Community Partnerships

**Approved by:** Jonathan P. Raymond, Superintendent

# Board of Education Executive Summary

## School Family and Community Partnerships

Parent Teacher Home Visit /Academic Parent Teacher Teams  
October 3, 2013



### I. OVERVIEW / HISTORY:

The Parent Teacher Home Visit (PTHV) Project directly connects students, teachers and families in 34 schools in Sacramento City Unified School District (SCUSD). Developed by SCUSD parents and staff, the PTHV Project – a nationally recognized program- allows space for teachers and families to visit together. By engaging parents/guardians in a familiar, comfortable environment, their homes, the cycle of blame between families and school staff fades as trust and respect builds. Home visits also allow for formation of a relationship where hopes and dreams, expectations and tools regarding the child’s academic success are shared, while increasing the cultural competency and personal and professional capacity for all involved.

Research suggests, when predicting student achievement, there are certain roles families play in helping their children succeed. These roles are:

1. Having high expectations and reinforcing the importance of education with their child;
2. Monitoring the child’s performance and holding the child accountable;
3. Supporting and reinforcing their child’s learning;
4. Guiding their child’s education to ensure the child is on track for college and career;
5. Advocating for their child to receive an excellent education.<sup>1</sup>

In support of these recommendations, the PTHV piloted the Academic Parent Teacher Teams (APTT) at 5 SCUSD schools in 2012-2013. Introduced in Creighton, AZ by Maria Paredes,<sup>2</sup> the APTT framework is a systematic approach to parent-teacher communication that is focused on improving student learning both inside and outside the school. In 2012 it was determined that APTT meetings would be a positive addition to the district’s roll out of Common Core State Standards; a strategic opportunity to increase family engagement; and effective way to build capacity for students’ success.

Voluntary APTT teachers first conduct a home visit to invite parents out to the school for the first APTT meeting. During the APTT meeting student performance data is shared, both individual and classroom level, with the parents. Grade level foundational skills are then discussed, and activities for these foundational skills are demonstrated to parents. Parents are given the opportunity to practice the activities and make smart goals for their students to achieve mastery of these foundational skills. Parents go home with the activities in hand and a clear idea of how to help their children succeed.

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<sup>1</sup> Henderson, A.T., Mapp, K.L., Johnson, V.R., & Davies, D. (2007). *Beyond the bake sale*. The New Press. New York, NY; Epstein, J. (1992); retrieved from: [http://www.csos.jhu.edu/p2000/nmps\\_model/school/sixtypes.htm](http://www.csos.jhu.edu/p2000/nmps_model/school/sixtypes.htm)

<sup>2</sup> retrieved from: <http://graduate.asu.edu/node/2276>

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Preliminary findings have shown an increase in student attendance and an increase in test scores in both math and reading. For more information about this program, visit the following website at [www.pthvp.org](http://www.pthvp.org).

### II. DRIVING GOVERNANCE:

The APTT meetings support Pillar I of the SCUSD Strategic Plan, Career and College Ready Students, by providing direct support for students to master foundational grade level skills. In addition, APTT directly relates to Pillar 2, Family and Community Engagement, by directly partnering with families to provide parent and child friendly interventions in the child's home.

### III. BUDGET:

District Title I funds are used to support the following:

34 participating PTHVP school sites:	\$210,000
13 participating APTT sites:	\$ 30,000
8 participating Receiving School Transitional Home Visit Sites:	\$ 28,000
APTT Services from Parent Teacher Home Visit Staff:	\$ 20,000
PTHV Services from Parent Teacher Home Visit Staff:	\$ 30,000
Total:	\$318,000

Funds are allocated to school sites for the 2013-2014 school year as follows:

Albert Einstein	\$ 5,000		John Cabrillo	\$ 4,000	
Bowling Green	\$ 5,000		John Still K-8	\$ 3,000	
Cal Middle	\$ 5,000		Kennedy	\$ 10,000	
Camelia Basic	\$ 8,000		Kit Carson	\$ 5,000	
Capital City	\$ 5,000		Leataata Floyd	\$ 10,000	
Cesar Chavez	\$ 2,500		Luther Burbank	\$ 11,000	
Earl Warren	\$ 7,500	\$ 3,500	McClatchy	\$ 4,000	
Edward Kemble	\$ 7,500		Nicholas	\$ 8,000	
Elder Creek	\$ 4,000		Oakridge	\$ 11,000	\$ 3,500
Ethel Phillips	\$ 8,000	\$ 3,500	Pacific	\$ 3,000	\$ 3,500
Fern Bacon	\$ 10,000		Parkway	\$ 6,000	
FKBK	\$ 7,000	\$ 3,500	Pony Express	\$ 2,500	
Golden Empire	\$ 5,000		Rosa Parks	\$ 7,500	\$ 3,500
Harkness	\$ 5,000	\$ 3,500	Rosemont	\$5,000	
Hiram Johnson	\$ 5,000		Science and Engineering	\$ 3,000	
Hollywood Park	\$ 5,000	\$ 3,500	Tahoe	\$ 6,500	
Isador Cohen	\$ 6,000		Will C. Wood	\$ 10,000	

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Highlighted receiving school sites received an additional allocation to provide support to transitional families in the summer and early fall.

#### **IV. GOALS, OBJECTIVES, AND MEASURES:**

##### **Parent Teacher Home Visit Project:**

The overarching goal for the PTHV Project is to have teachers conduct as many home visits with families as possible. PTHV is a voluntary program for both teachers and families. The voluntary aspect of PTHV is essential in maintaining the integrity of the program. The objective for each home visit site is to connect and engage with every family.

PTHV/SCUSD time sheets and consultation with all school sites helps provide measures around academic achievement, attendance and discipline.

##### **APTT:**

The goal for APTT Program is to improve academic achievement for students around key foundational grade level common core skills. The objective is to teach parents how to help their child/children at home, in order for students to master key grade level skills.

Benchmark assessment scores are recorded through out the year in each foundational skill taught to parents in order to assess each child's learning. A parent feedback survey is also administered to all families that attend APTT meetings; as well as, a teacher questionnaire for all educators involved.

#### **VI. RESULTS:**

Both PTHV and APTT result in sustainable family and community engagement where teachers and parents are partnering together to help students achieve academic success, as well as help children continue on the path to be career and college ready.

##### **PTHV:**

- Over 3,300 home visits were conducted in SCUSD in 2012-2013;
- Over 400 teachers conducted home visits in 2012-2013;
- 10 schools had over 80% of their staff conducting visits in 2012-2013;

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### School Family and Community Partnerships

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- 34 schools in SCUSD participated in conducting “welcome” visits to their families at the beginning of 2013-2014. Focus of these visits included: relationship building; welcoming and college readiness;
- 8 transitioning schools participated in summer/early fall welcome visits.

#### **APTT:**

- 5 schools piloted APTT in 2012-2013;
- Teachers that did a home visit to invite parents to APTT doubled their parent attendance at each of their APTT meetings compared to teachers who did not conduct a home visit prior;
- Children saw an average increase of 21 points in addition/subtraction/multiplication assessments after family’s participation in APTT;
- Average increase of 32 points in fluency after family participated in APTT;
- 97% parents who attended APTT meetings reported a better understanding of grade level foundational skills and felt more confident helping their child with academic work at home;
- 95% parents who attended APTT meetings reported they had a better understanding of how to monitor their child’s academic progress and goals and felt more confident to be more involved in their child’s academic learning;
- 87% parents who attended APTT preferred them over traditional parent-teacher conference.
- 2013-2014 13 home visit school sites are conducting APTT meetings.

#### **VII. LESSONS LEARNED / NEXT STEPS:**

Taking into consideration years of PTHV experience and the APTT pilot during 2012-2013 the following were lessons learned:

1. PTHV and APTT takes a huge time commitment from teachers outside of contracted hours. SCUSD and PTHV must work together to compensate teachers for the extra hours of training, discussion, collaboration and prep that goes into preparing for their APTT meetings;
2. In order to protect the fidelity of programming, both PTHV and APTT must be voluntary;
3. Teachers need more training when it comes to technology and excel in order to accurately conduct data collection.
4. Encouraging the addition of PTHV/APTT into district and school site plans will increase sustainability.

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The School Family and Community Partnership Department will continue to support the PTHV Project and APTT meetings through out the school year. PTHV will provide support for all schools to help the model flourish and become sustainable at each school site. Finally, PTHV will continue aligning all foundational skills and activities with the Common Core State Standards so teachers can communicate and teach parents about Common Core.



# Fast Facts: Home Visits And Academic Parent Teacher Teams In SCUSD

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## Home Visits

- Over 3,300 home visits were conducted last year (2012) in SCUSD.
- Over 400 teachers conducted visits.
- 40 schools in SCUSD participated in conducting relationship building/welcome to your new school visits, transitional visits and college readiness visits.
- 10 schools had over 80% of their staff conducting visits.

## Academic Parent Teacher Teams

- 5 schools piloted APTT in 2012-2013 school year.
- 13 schools are conducting APTT in 2013-2014.
- Teachers that did a home visit first doubled their parent attendance at each of their APTT meetings vs. those teachers that did not conduct a home visit first.
- Students that had families attend APTT meetings saw an average increase of 21 points in addition/subtraction/multiplication assessments.
- Students that had families attend APTT meetings saw an average increase of 32 points in their fluency assessments.
- 97% of parents who attended APTT meetings reported a better understanding of grade level foundational skills and they felt more confident helping their child with academic work at home.
- 95% of parents who attended felt they had a better understanding of how to monitor their child's academic progress and goals and felt more confident to be involved in their child's academic learning.
- 87% of parents who attended preferred APTT meetings over the traditional parent teacher conference.