



SUMMARY

Highline Public Schools Academic Parent-Teacher Teams Readiness Initiative Final Report

Julie Petrokubi, Rachel Maller, Marbella Uriostegui, Rebecca Merrill, and Traci Fantz

March 2026

The Road Map Project Academic Parent-Teacher Teams (APTT) Readiness Initiative was a three-year partnership between the Community Center for Education Results, Highline Public Schools, WestEd, and Education Northwest. The initiative was funded by the Stolte Family Foundation and the Ballmer Group.

This summary is from the final report of a mixed-methods evaluation conducted by Education Northwest. The full report offers an in-depth description of how Highline Public Schools used the APTT Readiness Initiative to expand APTT and systemic family engagement across the district and the outcomes of that work.

To access the full report, as well as previous reports from the multiyear evaluation, contact Julie Petrokubi at julie.petrokubi@ednw.org. For more information about overall lessons learned from this six-year regional partnership, view the [case brief](#) and [infographic](#) on Education Northwest website.

Key Findings

1. District and school leaders are cultivating supportive conditions for family engagement and APTT, with a wider range of staff members trained to support implementation.
2. Highline scaled APTT to eight elementary schools in 2024–25, and more than 1,800 families representing diverse identities and experiences participated in APTT meetings.
3. Teachers in APTT schools perceive family engagement as a priority for their schools. They feel confident communicating with families about academics and implementing APTT.
4. Most families find APTT meetings to be inclusive and relevant, especially families of students participating in special education and English language learning.

5. Students in APTT pilot schools are making promising gains in reading, math, and attendance, including reduced disparities for multilingual learners and students of color.
6. Families in APTT schools responded like families in non-APTT schools on many measures of school climate and capacity.

Future Considerations

- Now that APTT is established in Highline, there is an opportunity for intentional districtwide conversation and cross-school learning to deepen quality, sustainability, and impact.
- More consistent involvement of both teachers and families in school-level planning and continuous improvement can address implementation barriers and promote mutual learning and innovation. This includes engaging with families that feel less connected to the school.
- Ongoing coaching and modeling from school leaders can help teachers to deepen their capacity to center family perspectives and promote family-to-family connections.
- Through these combined efforts, Highline can continue to make progress on districtwide goals to engage all families as partners in learning.