

# Better Together: Family School Partnership Fundamentals Online Training Module

## Massachusetts Department of Elementary and Secondary Education

### What the Research Says

#### Research Nugget #1

When schools and families work together, students do better. They earn better grades and test scores, attend school more regularly, stay in school, are more motivated and have better work habits. Research shows that this is true regardless of a family's race or income.

##### Sources:

Barton, A., Ershadi, M. and Winthrop, R. (2021) Understanding the Connection between Family School Engagement and Education System Transformation: A Review of Concepts and Evidence. Brookings Institution. Retrieved from: [https://www.brookings.edu/wp-content/uploads/2021/10/Understanding\\_The\\_Connection\\_FINAL.pdf](https://www.brookings.edu/wp-content/uploads/2021/10/Understanding_The_Connection_FINAL.pdf)

Bauman, E. and Wood, L. (2021) How Family, School, and Community Engagement Can Improve Student Achievement and Influence School Reform: Literature Review. American Institutes of Research and Nellie Mae Education Foundation. Retrieved from: <https://uj9a82.p3cdn1.secureserver.net/wp-content/uploads/2021/12/Final-Report-Family-Engagement-AIR-1.pdf>

Henderson, A. T., and Mapp, K. L. (2002) A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Austin, TX: Southwest Educational Development Laboratory, National Center for Family & Community Connections with Schools. Retrieved from <https://sedl.org/connections/resources/evidence.pdf>

Jeynes, W. (2012) A Meta-Analysis of the Efficacy of Different Types of Parental Involvement Programs for Urban Students. *Urban Education*, 47, 706-742. <https://journals.sagepub.com/doi/10.1177/0042085912445643?icid=int.sj-abstract.similar-articles.2>

Sheldon, S. and Jung, S.B. (2015) The Family Engagement Partnership Student Outcome Evaluation. Johns Hopkins University. Retrieved from: [https://www.researchgate.net/publication/319226886\\_The\\_Family\\_Engagement\\_Partnership\\_Student\\_Outcome\\_Evaluation](https://www.researchgate.net/publication/319226886_The_Family_Engagement_Partnership_Student_Outcome_Evaluation)

#### Research Nugget #2

Studies show the achievement gap between lower income and higher income students is largely tied to an “opportunity gap” - based on differences in family ability to access learning and enrichment experiences both in and out of school.

##### Sources:

Weiss, H., Lopez, E.M., Caspe, M. (2018) Joining Together to Create a Bold Vision for Next Generation Family Engagement. Global Family Research Project. Retrieved from: <https://www.carnegie.org/publications/joining-together-create-bold-vision-next-generation-family-engagement-engaging-families-transform-education/>

The 6000 Hour Learning Gap (video)(2016). ExpandedED. Retrieved from: <https://www.youtube.com/watch?v=l8i4U-WWfho>

#### Research Nugget #3

85% of parents feel they could personally make “a lot” or a “fair amount” of difference in their child's learning and academic progress. About half (53%) with school-age children are satisfied with their level of engagement, while a substantial number (46%) wish they could be doing more. 75% of black and 67% of Latino parents say a parent can never be too involved in a child's education. About half of white parents (47%) agree.

*Source:*

Pew Research Center (2015). "Parenting in America: Outlook, worries, aspirations are strongly linked to financial situation." Retrieved from <https://www.pewresearch.org/social-trends/2015/12/17/parenting-in-america/>

#### **Research Nugget #4**

9 in 10 parents/caregivers of K-8 public school students, regardless of race, income, and education level, believe their child is at or above grade level in reading and math, a perception based primarily on report card grades. National data shows barely 40% of students are proficient or above in those subjects.

*Sources:*

Park, D, and Winchester, H. / Learning Heroes. (2019) The Case for an Accurate Picture: Parent Mindsets on Education Trends from 2016-2019. Retrieved from: <https://bealearninghero.org/wp-content/uploads/2019/10/Trends-Webinar-Final-Deck.pdf>

Olson, L. / Learning Heroes and Populace. (2020) Improving Public Education: Parents as Change Agents: A Research Synthesis. Retrieved from: <https://learningheroes.wpenginpowered.com/wp-content/uploads/2020/01/Research-Synthesis-Report-.pdf>

#### **Research Nugget #5**

If families are frustrated or unsure about how to help, involvement in supporting homework time can be ineffective or counterproductive.

*Sources:*

Fan, X. and Chen, M. (2001) Parental Involvement and Students' Academic Achievement: A Meta-Analysis. *Educational Psychology Review* 13, 1–22. Retrieved from <https://doi.org/10.1023/A:1009048817385>

Dettmers S., Yotyodying S., and Jonkmann, K. (2019) Antecedents and Outcomes of Parental Homework Involvement: How Do Family-School Partnerships Affect Parental Homework Involvement and Student Outcomes? *Frontiers in Psychology*. 10:1048. Retrieved from: <https://www.frontiersin.org/articles/10.3389/fpsyg.2019.01048/full>

#### **Research Nugget #6**

A landmark study by the Chicago Consortium for School Research found: Elementary schools with strong school leadership were **seven times** more likely to improve in math and **nearly four times** more likely to improve in reading. Elementary schools with strong parental involvement **were ten times** more likely to improve in math **and four times** more likely to improve in reading.

*Source:*

Bryk, Anthony S. Sebring, Penny B., Allensworth, Elaine, Luppescu, Stuart, Easton, John Q. (2010) *Organizing Schools for Improvement*. University of Chicago Press.

See also this [summary of essential supports findings](#).