



HOME WORKS!

THE TEACHER HOME VISIT PROGRAM

2011-2012 EVALUATION REPORT

DE SOTO SCHOOL DISTRICT
MAPLEWOOD RICHMOND HEIGHTS SCHOOL DISTRICT
SOUTH CITY PREPARATORY ACADEMY
ST. LOUIS PUBLIC SCHOOLS
UNIVERSITY CITY SCHOOL DISTRICT

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Executive Summary

HOME WORKS! The Teacher Home Visit Program aims to improve student academic achievement by building a strong partnership between school and home that results in greater parental engagement, increased student attendance and decreased disciplinary incidents. Home visits provide a unique opportunity for teachers to gain a greater understanding of the student’s home environment, to engage parents/guardians in their child’s education, to learn about the visions they have for their children, and to create a plan with them that leads to the fulfillment of those visions.

To build that partnership and to involve parents/guardians in their child’s education, teachers make two visits per year to the homes of their students: the first visit is focused on relationship building and the second on academics. Home visits are to be made by two teachers, one of whom is the classroom teacher. Additionally, two family dinners are held to build upon and strengthen the relationships with the families and discuss their child’s academic performance. Two mandatory trainings are held to prepare teachers for the first and second home visits.

Since HOME WORKS! began four years ago, the program has been implemented in several school districts within St. Louis City, St. Louis County, and Jefferson County. Different challenges characterized these schools including underperformance, low graduation rates, high poverty, and large numbers of families with limited English proficiency.

Communication arts and mathematics grades, attendance, discipline, and scores from Missouri Assessment Program (MAP) and other district-specific standardized assessments were analyzed. Additionally, on-line surveys assessing participant reaction to the program and perceived program effectiveness were completed by parents/guardians, teachers, students, principals, and site coordinators from each school. This evaluation report details the findings from analyses of these data during the 2011-2012 academic year, and where possible, longitudinal findings from 2009 through 2012.

Table 1. Home Visits in 2011-2012

	1 st Visit	2 nd Visit	Total # Visits
De Soto School District	391	241	632
Maplewood Richmond Heights School District	611	-	611
South City Preparatory Academy	51	28	79
St. Louis Public Schools	564	305	869
University City School District	196	4	200
Total Visits	1813	578	2391

Major Findings

Survey Findings

Administrators and teachers, as well as parents and students, felt that HOME WORKS! helped to improve attendance, academic performance, and behavior.

- About a third of administrators believed that a majority of students (i.e., more than half) improved their academic performance, attendance, and behavior as a result of HOME WORKS!
- Most (91%) administrators said the program had “some” influence on academic performance.
- After the home visits, more students reported trying “really” hard in school (52% before vs. 69% after) and trying “really” hard to finish homework (51% before vs. 68% after).
- After the home visits, more parents/guardians reported that their child “always” completed homework (69% before vs. 76% after) and made positive comments about the teachers (62% before vs. 72%).

Overwhelmingly, teachers, parents/guardians and students felt the home visits were valuable.

- Most teachers (72%) felt the first home visits were “very” valuable.
- Parents/guardians viewed the home visits positively and most (58%) students said they liked the home visits “a lot.”

Participants expressed a desire to continue participation in HOME WORKS!

- Administrators (100%) and teachers (74%) thought their schools should “definitely” continue to participate in HOME WORKS!
- Almost half of the teachers (49%) would “absolutely” and 32% would “probably” make home visits in the future.
- Half (50%) of the parents/guardians and students want to have home visits in the future.

HOME WORKS! had a positive impact on communication between teachers and families as well as on feelings of school connectedness among parents/guardians and students.

- More than two thirds (around 70%) of teachers reported improved relationships and communication with “almost all” or “most” students after the home visits and more than half (58%) felt that communication also improved with “almost all” or “most” parents/guardians after the home visits.

- Forty-one percent (41%) of the teachers felt that “almost all” or “most” parents/guardians improved attendance at school functions and advocated for their children more often after the home visits.
- Almost all parents/guardians (90%) felt “very” comfortable contacting their child’s teacher after the home visits, compared to 66% before and a majority (78%) felt “very” connected to their school after the visits, compared to less than half (47%) before.
- Most parents/guardians (76%) felt their children were “very” eager to go to school after the visits, compared to 53% before.
- After the home visits, the percent of students who felt it was “really” easy to talk to their teacher rose from 36% to 59% and the percent who felt “really” close to their teacher more than doubled from 21% to 44%. More students said they liked going to school “a lot” after the home visits (60%) than before (46%).

Data Findings

Analysis of attendance data from individual districts as well as analysis of the combined data from the four districts that provided attendance data (De Soto, Maplewood Richmond Heights, University City, and St. Louis Public Schools) suggests a positive impact on the attendance of students who received home visits.

- Analysis of the combined attendance data suggests that, on the whole, HOME WORKS! is modestly increasing attendance rates among students who received home visits.
- Looking at individual districts, the findings suggest HOME WORKS! had significant positive effects:
 - on attendance in 2 of the 5 districts
 - on academic achievement in 2 of the 5 districts
 - on discipline in 1 out of 4 districts (data not available for St. Louis Public Schools).
- In Maplewood Richmond Heights, for which the most longitudinal data is available, positive effects of HOME WORKS! on attendance were most pronounced for African American students.
- There were positive effects of the HOME WORKS! program on language arts grades for 3rd-5th grade students at Buder Elementary School¹ in St. Louis Public Schools and on mathematics MAP scores at South City Preparatory Academy.

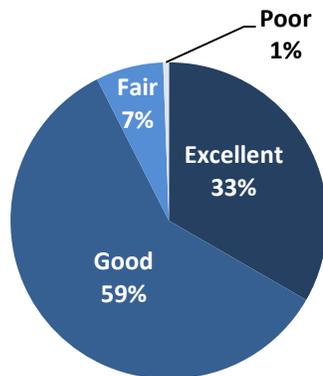
¹ Letter grades start at the 3rd grade level in St. Louis Public Schools. Buder Elementary School is the only school in the district with students old enough to receive letter grades.

Teacher Satisfaction with the Home Visit Training

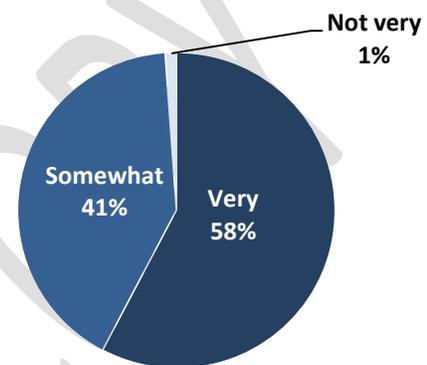
Teachers were asked how effective the home visit trainings were in preparing them for the first and second home visits. The results for all teachers answering the survey (across all districts) can be seen in Figures 1 and 2.

Figure 1. How Teachers Felt About the 1st Home Visit Training (N = 172)

How would you rate the 1st home visit training?



How effective was the training in preparing you for the 1st home visit?



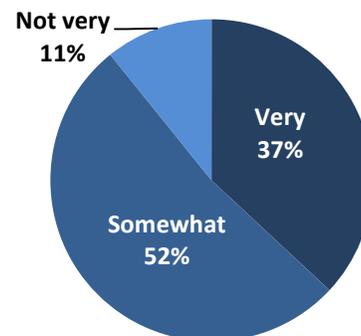
- A third (33%) of the teachers rated the first home visit training as excellent and over half (59%) rated it as “good” (see Figure 1).
- The first home visit training was reported by over half the teachers (58%) to have been “very” effective in preparing them for the home visit (see Figure 1).

Figure 2. How Teachers Felt About the 2nd Home Visit Training (N = 116)

How would you rate the 2nd home visit training?



How effective was the 2nd visit training in preparing you for the 2nd home visit?



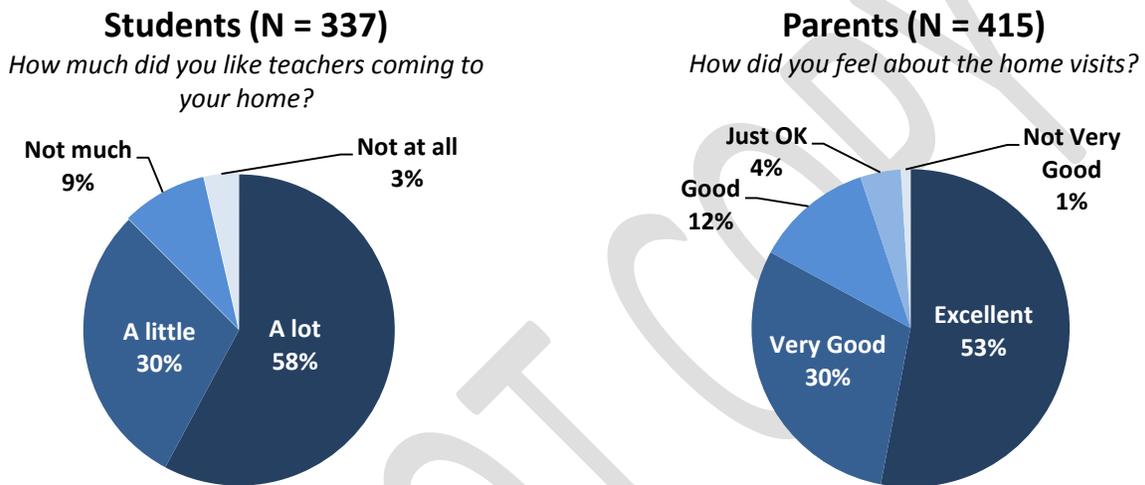
- Over half (57%) of teachers rated the 2nd training as “good” and another 25% rated the training as “excellent” (see Figure 2).
- Teachers did not find the 2nd training as effective in preparing them for the 2nd home visit as the 1st training for the 1st home visit. Thirty-seven percent (37%) reported the 2nd training to be “very” effective while (52%) found it to be “somewhat” effective (see Figure 2).

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Teacher, Administrator, Parent/Guardian, and Student Satisfaction with the Home Visits

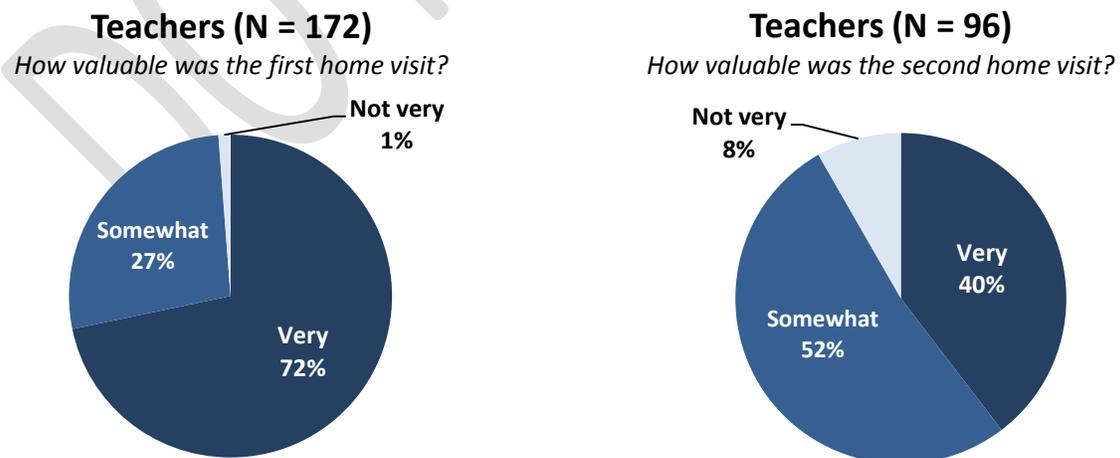
Teachers, administrators, parents/guardians, and students completed surveys asking how they felt about the home visits. The results for each of the groups answering the survey (across all districts) are reported below. The results suggest enthusiastic support for the HOME WORKS! program.

Figure 3. How Parents/Guardians and Students Felt about the Home Visits



- Overwhelmingly, parents/guardians and students viewed the home visits positively, and most (58%) students said they liked the home visits “a lot” (see Figure 3).

Figure 4. How Teachers Felt about the Home Visits



- Most teachers (72%) felt the first home visits were “very” valuable (see Figure 4).
- Of the 96 teachers who reported doing 2nd home visits, 40% found them to be “very” valuable (see Figure 4).
- Almost all administrators seemed to feel the program went well this year. Though all were positive about the program, a few shared some difficulties. One administrator felt that the time demands of making home visits were difficult for teachers. Another administrator found teachers to be less motivated to get 2nd home visits completed, and another felt the program went well except for additional requests for unscheduled reports.

Furthermore, many teachers, administrators, parents/guardians, and students would like to see the home visits continue in the future:

- About half the teachers (49%) stated that they would “absolutely” participate in home visits in the future, and 32% said they would “probably” participate in the future. Most teachers who indicated they would not participate in the program next year (about 19%) cited competing responsibilities as the reason.
- Half of all students (50%) and parents/guardians (52%) said they would want a home visit in the future.
- The majority of teachers (74%) felt that their district should “definitely” continue to participate in HOME WORKS!, and would “definitely” recommend the program to other districts (72%).
- All administrators would choose to have HOME WORKS! in their schools next year.

“A great home school relationship builds a great student-teacher relationship and helps create a great learning environment.”

--Teacher

School Connectedness and Communication Findings

Teachers, administrators, parents/guardians, and students were asked their perceptions of the program’s effect on school connectedness and communication. The survey responses are reported below.

- More than half (58%) of the teachers felt that communication improved with “almost all” or “most” parents/guardians after the home visits. Forty-one percent (41%) of teachers felt that “almost all” or “most” parents/guardians improved attendance at school functions and 41% believed that “almost all” or “most” parents/guardians advocated for their child more often after the home visits.
- More than two thirds (around 70%) of teachers reported improved relationships and communication with “almost all” or “most” students after the home visits. This is consistent with the students’ reports of better relationships and communication with their teachers.
- More than half (55%) of administrators believed that the student-teacher relationship improved a “great deal” as a result of the HOME WORKS! program, and about a quarter felt the program impacted the school atmosphere a “great deal” (see Figure 5).
- The majority of administrators (82%) felt the program made “some” impact on parent/guardian involvement (see Figure 5).

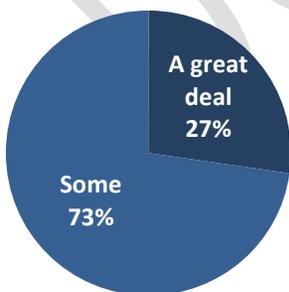
“The major benefits were building a bridge between parent and teacher communication to enhance academic achievement.”

--Teacher

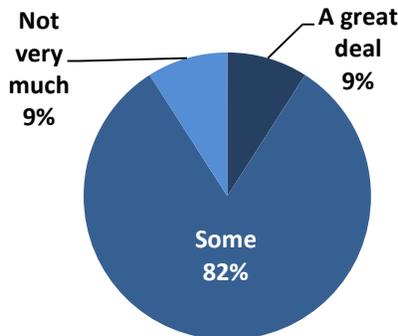
Figure 5. Administrators’ Beliefs Regarding the Impact of HOME WORKS! (N = 11)

How much difference did HOME WORKS! make on...

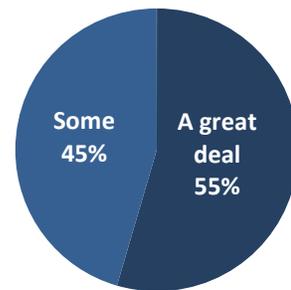
School Atmosphere?



Parent Involvement?



The Student-Teacher Relationship?

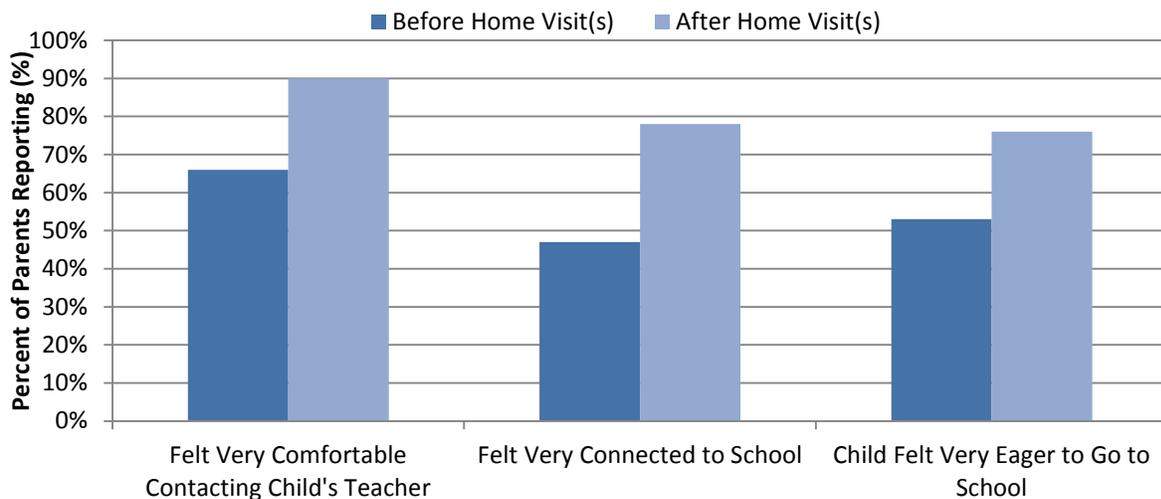


- Perhaps the strongest findings regarding the impact of home visits are on improved school connectedness and communication among parents/guardians (see Figure 6). After the home visits, almost all parents/guardians (90%) felt “very” comfortable contacting their child’s teacher, compared to 66% before. A majority (78%) felt “very” connected to their school after the visits, compared to less than half (47%) before. Finally, most (76%) felt their child was “very” eager to go to school after the visits, compared to 53% before.

“I now feel comfortable asking questions and offering ideas. The teacher will contact me when there is something he feels sure I would want to know. He knows this due to meeting me on a one-on-one basis.”

--Parent/Guardian

Figure 6. Parent/Guardian Responses Regarding School Connectedness and Communication (N = 412)

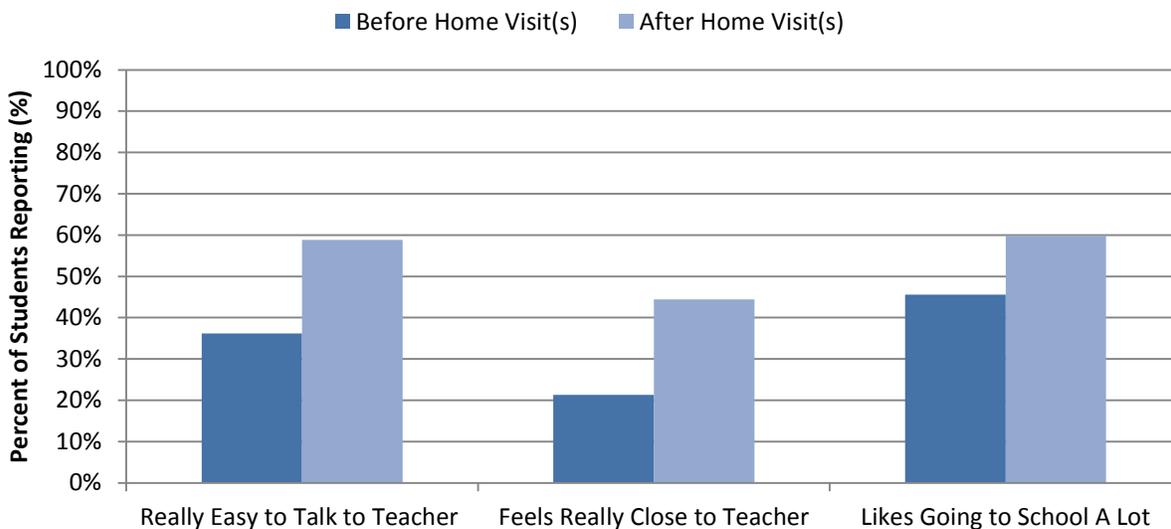


- Like parents/guardians, students participating in HOME WORKS! experienced a marked increase in school connectedness and communication (see Figure 7). After the home visits, the percent of students who felt it was “really” easy to talk to their teacher rose from 36% to 59% and the percent who felt “really” close to their teacher rose from 21% to 44%. More students said they liked going to school “a lot” after the home visits (60%) than before (46%).

“I think teachers should go to students' homes because they get a chance to talk to you and your parents about how well you are doing and how you need help. It felt really good to me to get to know my teacher better. It made me feel less stressed about school.”

--Student

Figure 7. Student Responses Regarding School Connectedness and Communication (N = 341)



School Performance and Behavior Findings

Teachers, administrators, parents/guardians, and students were asked about the effect of the HOME WORKS! program on students' school performance and behavior. The survey results across all districts are reported below.

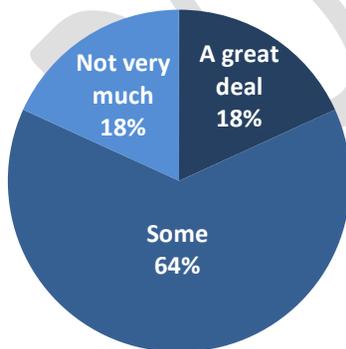
Survey Findings

- Many teachers felt that the majority of students showed improved academic performance, turned in homework more often, asked for help more frequently, participated in class more, and behaved better after the home visits.
- About a third of administrators believed that a majority of students (i.e., more than half) improved their academic performance, attendance, and behavior as a result of HOME WORKS!
- A majority (64%) of administrators said the program had “some” impact on the attendance of students and 18% thought it had a “great deal” of impact. Another 18% thought attendance was impacted “not very much” (see Figure 8).
- Most (91%) administrators said the program had “some” influence on academic performance (see Figure 8).

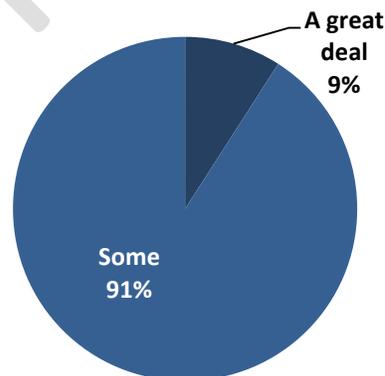
Figure 8. Administrators' Beliefs Regarding the Impact of HOME WORKS! (N=11)

How Much Difference Did HOME WORKS! make on...

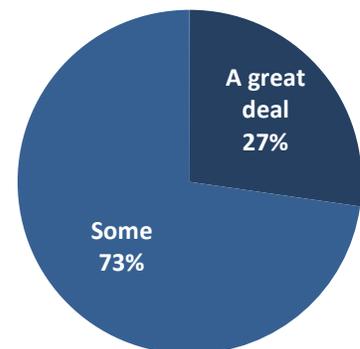
Student Attendance?



Academic Performance?

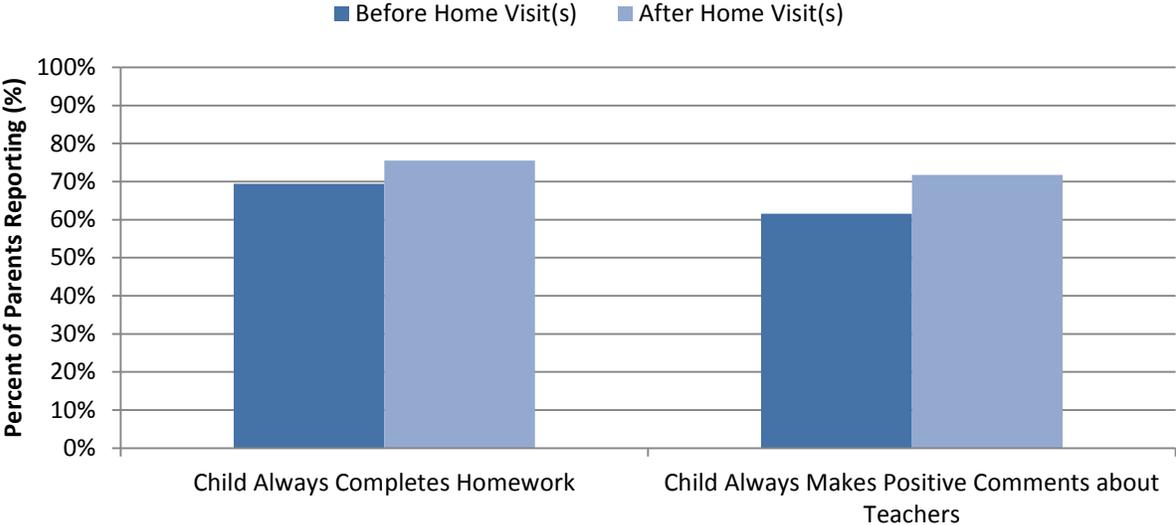


Overall Student Success?



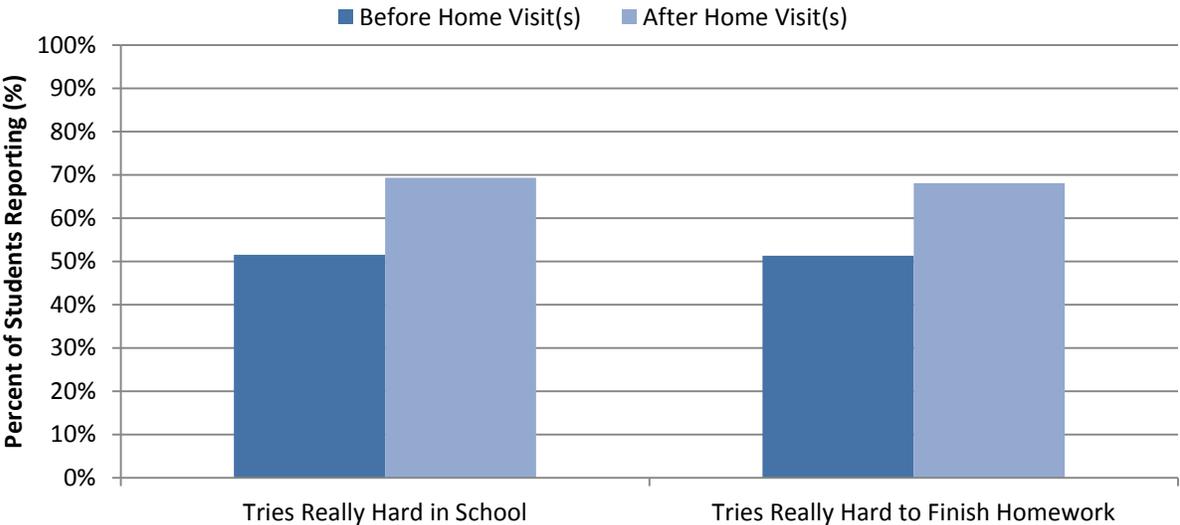
- After the home visits, more parents/guardians reported that their child “always” completed homework (69% before vs. 76% after) and made positive comments about the teachers (62% before vs. 72% after; see Figure 9).

Figure 9. Parent/Guardian Perceptions of Child's School Performance and Behavior (N = 412)



- After the home visits, more students reported trying “really” hard in school (52% before vs. 69% after) and trying “really” hard to finish homework (51% before vs. 68% after; see Figure 10). These findings are consistent with parents/guardians responses about their child’s efforts to do well in school.

Figure 10. Student Perceptions of School Performance and Behavior (N = 341)



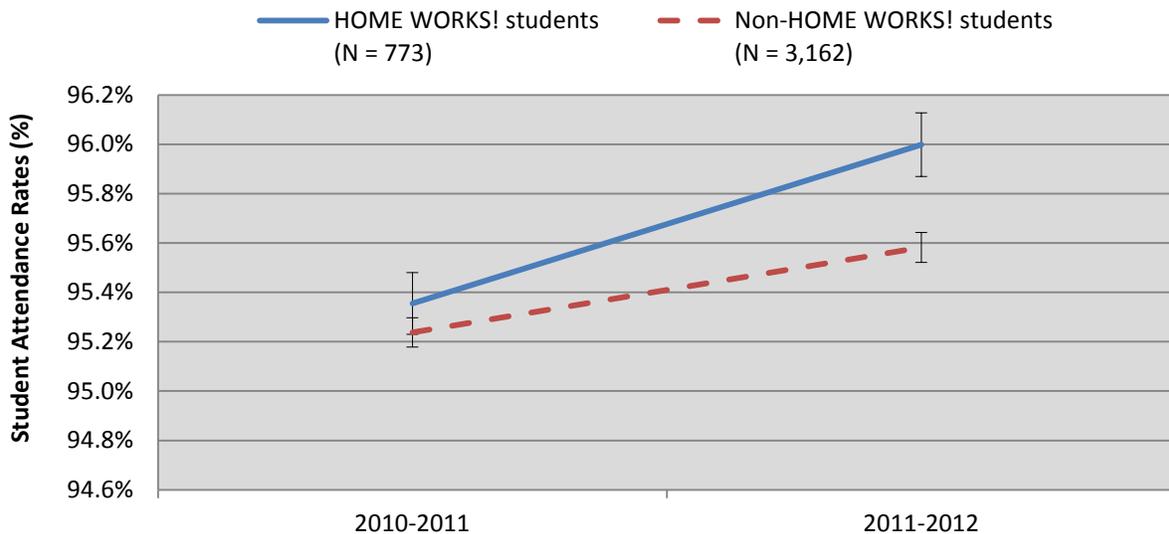
School Data Findings

Aggregated Attendance Findings

Data across four districts (De Soto, Maplewood Richmond Heights, University City, and St. Louis Public Schools)² were combined to assess the overall impact of the HOME WORKS! program on student attendance. Attendance data from 2010-2011 and 2011-2012 for students who participated in HOME WORKS! in 2011-2012 were compared to data of students who never participated in the program. The analysis included data from 773 HOME WORKS! students and 3,162 non-HOME WORKS! students.³

Findings indicate that both HOME WORKS! students⁴ and non-HOME WORKS! students⁵ showed increased attendance from 2010-2011 to 2011-2012, but the increase among HOME WORKS! students was larger (see Figure 11). Attendance for HOME WORKS! and non-HOMEWORKS! students did not differ prior to the home visits. However, after the home visits, HOME WORKS! students had higher attendance than those who did not receive home visits⁶. These results suggest that, on the whole, the HOME WORKS! program is modestly increasing attendance rates among HOME WORKS! students.

Figure 11. Combined Attendance Rates for 2010-2011 and 2011-2012



² Attendance data for 2010-2011 was not available for South City Preparatory Academy, thus students from that district are not included in the analyses.

³ Analyses controlled for race, gender, district, and free/reduced lunch status.

⁴ $p < .001$

⁵ $p < .001$

⁶ $p < .01$

Summary of Individual District Findings

Looking at individual districts, the findings suggest HOME WORKS! had significant positive effects:

- on attendance in 2 of the 5 districts
- on academic achievement in 2 of the 5 districts
- on discipline in 1 out of 4 districts (data not available for St. Louis Public Schools)

More specifically:

- There is evidence that HOME WORKS! increased rates of attendance among participants in two of the districts. Attendance rates were higher for HOME WORKS! students at Maplewood Richmond Heights (see Figure 12) and De Soto (see Figure 13), but not University City, South City Preparatory Academy, or St. Louis Public Schools.

Figure 12. Maplewood Richmond Heights Attendance Rates from 2008-2009 to 2011-2012

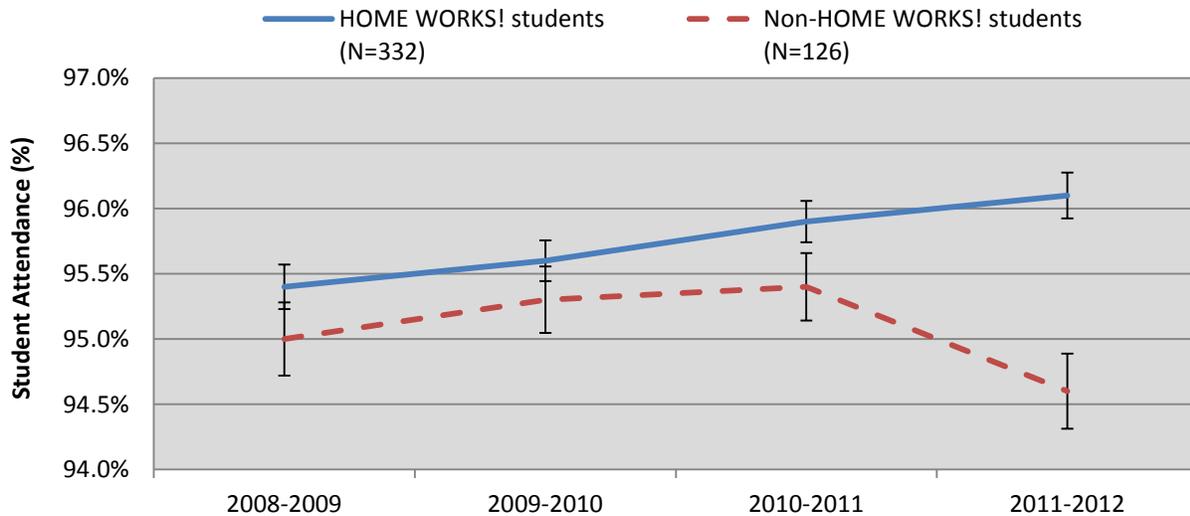
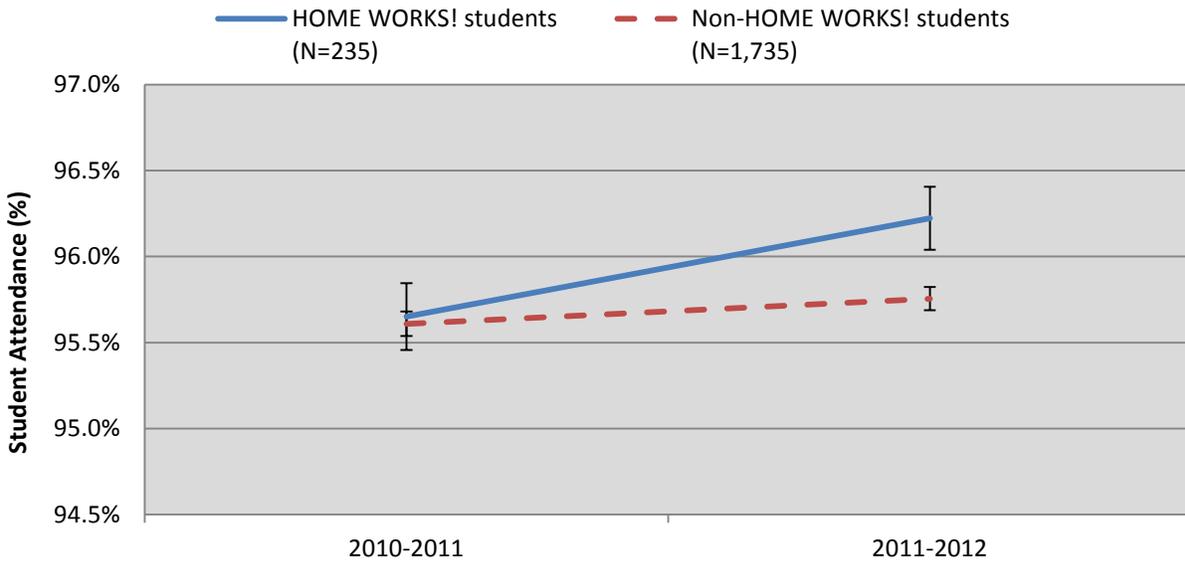
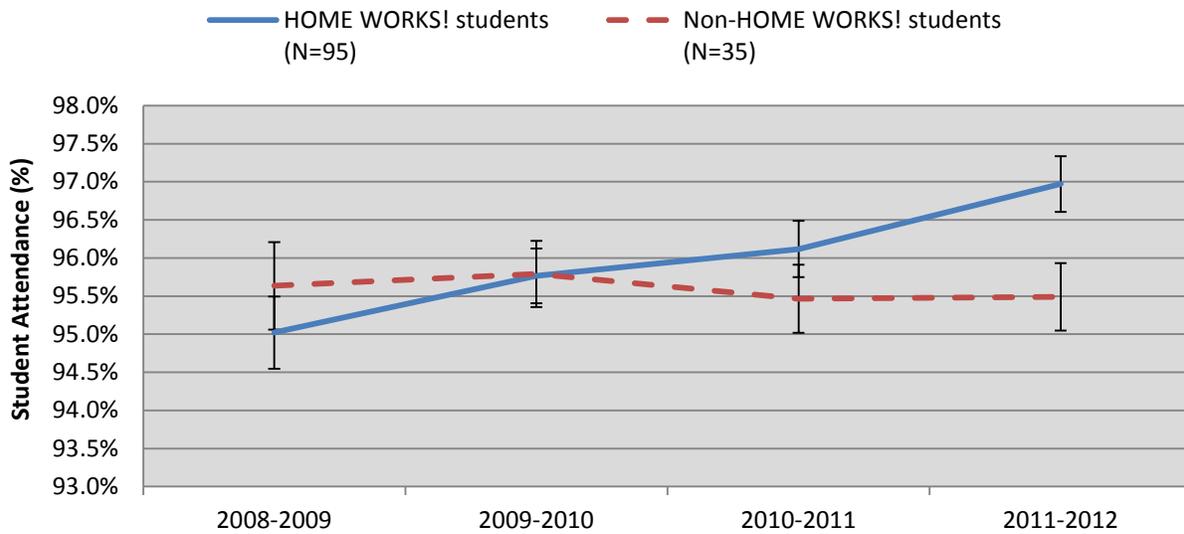


Figure 13. De Soto Attendance Rates for 2010-2011 and 2011-2012



- In Maplewood Richmond Heights, for which the most longitudinal data is available, the positive effects of the program on attendance were most pronounced for African American students (see Figure 14).

Figure 14. Maplewood Richmond Heights Attendance Rates for African American Students from 2008-2009 to 2011-2012



- There were positive effects of the HOME WORKS! program on language arts grades for 3rd-5th grade students at Buder Elementary School⁷ in St. Louis Public Schools (Figure 15) and mathematics MAP scores at South City Preparatory Academy (Figure 16). There were no effects of the program on grades or test scores at the other districts (Maplewood Richmond Heights, De Soto, and University City).

Figure 15. St. Louis Public Schools Language Arts Grades for 3rd-5th Grade Students at Buder Elementary School

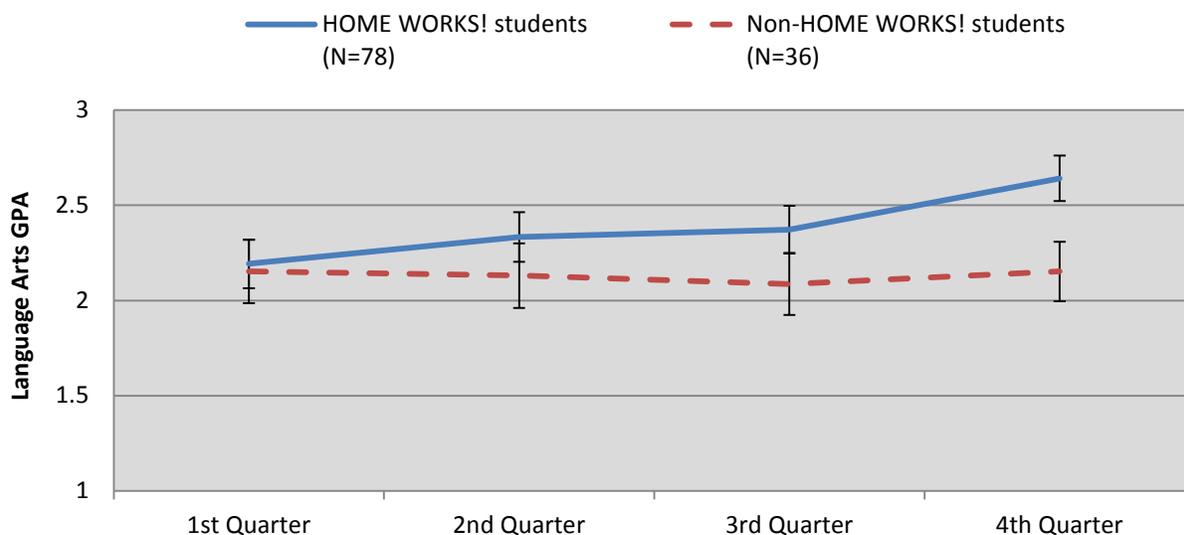
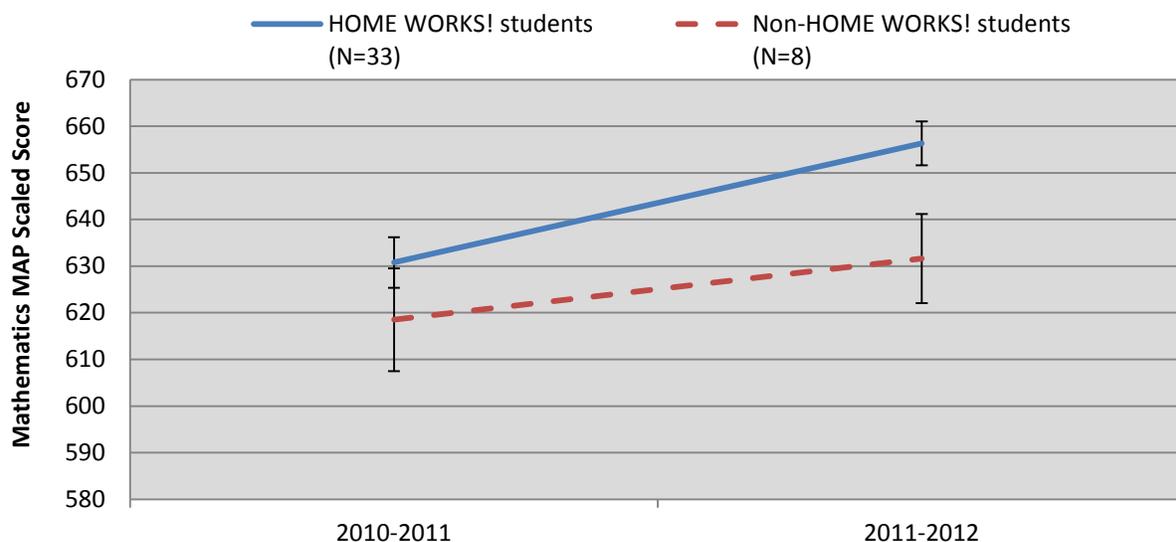


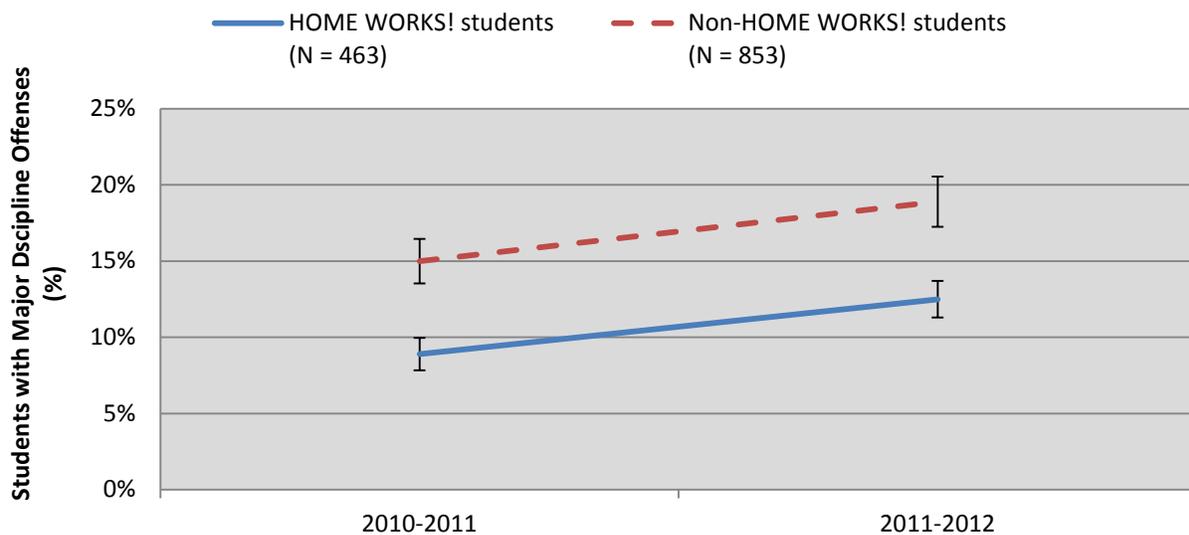
Figure 16. South City Preparatory Academy Mathematics MAP Scaled Scores for 2010-2011 and 2011-2012



⁷ Letter grades start at the 3rd grade level in St. Louis Public Schools. Buder Elementary School is the only school in the district with students old enough to receive letter grades.

- HOME WORKS! students had *lower* rates of major discipline offenses than non-HOME WORKS! students in both 2010-2011 (8.9% for HOME WORKS! students vs. 15.0 % for non-HOME WORKS! students) and 2011-2012 (12.5% for HOME WORKS! students vs. 18.9% for non-HW% students). Since students had home visits in both years, the lower rates of discipline offenses suggest it could be a result of the program. There were no effects of the program on discipline rates at University City, De Soto, or South City Preparatory Academy. Discipline data were not available for St. Louis Public Schools.

Figure 17. Maplewood Richmond Heights Rates of Major Discipline Offenses for 2010-2011 and 2011-2012



SECTION ONE

De Soto School District

De Soto, Missouri is a small city of about 6,400 with a median household income of \$40,149 (U.S. Census, 2010). In the 2011-2012 school year, there were 2,955 students enrolled in the De Soto School District, 51.9% of whom qualified for free or reduced lunch. The majority of the student body (97.4%) is Caucasian, 1.9% are African American, and less than 1% are Asian, Hispanic, or American Indian/Alaskan Native (Department of Elementary and Secondary Education, 2012).

HOME WORKS! was implemented in four De Soto Schools for the first time during the 2011-2012 school year. The schools included Athena Elementary (grades K-6th), Vineland Elementary (grades K-6th), De Soto Jr. High (grades 7th and 8th), and De Soto High School (grades 9th-12th). Teachers completed 632 home visits, including 391 “relationship building” first home visits and 241 academically focused second home visits (see Table 1).

Table 1. 2011-2012 De Soto Teacher Home Visits

Home Visits	1 st Visit	2 nd Visit	Total # Visits
Athena Elementary	91	56	147
Vineland Elementary	176	128	304
De Soto Jr. High School	75	39	114
De Soto High School	49	18	67
Total Visits	391	241	632

Parent/Guardian, Teacher, Student, Principal, and Site Coordinator Survey Findings

Parents/guardians, students in grades 3-12, teachers, site coordinators, and administrators all completed surveys assessing their perceptions of HOME WORKS! and its effectiveness. A total of 77 parents/guardians, 47 teachers, and 130 students responded to the survey.

Summary of Survey Findings

- After the home visit, there was a large increase in the percent of students who said they tried “really” hard to do well in school. Most teachers felt that students asked for help more frequently and increased their participation in class.
- Students, parents/guardians, and teachers all reported improvements in homework completion. More students reported trying “really” hard to complete homework after the home visits and the majority teachers also reported that students turned in homework more frequently. There was a small increase in the percentage of parents/guardians who indicated their children completed their homework assignments “all of the time.”
- There was an increase in school connectedness among parents/guardians as well as students. Parents/guardians reported they felt more connected to the school and their children were more eager to attend school and more students reported they liked going to school “a lot” after the home visits.
- Students, parents/guardians, and teachers felt relationships improved as a result of the home visits. More students reported they felt “really” close to their teachers and that it was easier to talk to them. Teachers also reported an improvement in communication with their students. Parents/guardians indicated their children made positive comments about their teachers more often following the home visits.
- Parents/guardians felt more comfortable contacting teachers and teachers indicated that parents/guardians advocated for their children more frequently following the home visits.
- Principals felt that the program improved relationships between students and teachers and increased student attendance and academic performance to some degree for all of the students. All would choose to have HOME WORKS! in their schools next year.
- Site coordinators were very supportive of the program and felt that it has had a positive effect on relationships and communication with students and families who received home visits.

Parent/Guardian Perceptions of Program Effectiveness

Ninety percent (90%) of parents/guardians reported they had received two home visits while 10% reported having only one. Ninety-seven percent (97%) of parents/guardians identified their child's race/ethnicity as Caucasian, 1% as African American, 1% as Hispanic, and 1% as American Indian/Alaskan Native.

Several questions on the survey asked parents/guardians to report their experiences and those of their children both before and after the home visits. Parent/guardian responses follow (see Figure 1):

Home Visits

- Parent/guardian response to the visits was very positive. Seventy-five percent (75%) of parents/guardians thought the visits were "excellent" and an additional 24% thought they were either "very good" or "good."

"I felt like it boosted my child's self-esteem and made him realize his teacher really cared."

--Parent/Guardian

School Connectedness

- The percentage of parents/guardians who felt "very" connected to the school increased from 27% to 77%.
- Almost three-fourths (73%) of the parents/guardians reported that their children were "very" eager to attend school after the visit compared to 53% before the visit.

Contact with Teacher

- The level of comfort parents/guardians reported that they felt contacting their children's teachers increased substantially from 48% who felt "very" comfortable before the home visit to 86% after the visits.
- After the home visit, 40-45% of parents/guardians "strongly agreed" that their child's teacher contacted them more frequently about academic and behavioral concerns and when their child had done something well.
- About half (48-49%) of parents/guardians also reported contacting teachers more frequently about academic and/or behavioral concerns.

"It was good for the students to see everyone working together making a plan for their future progress. The home visits allow friendships to form and you are assured in these times that the teachers and the school are doing their best. Great visit."

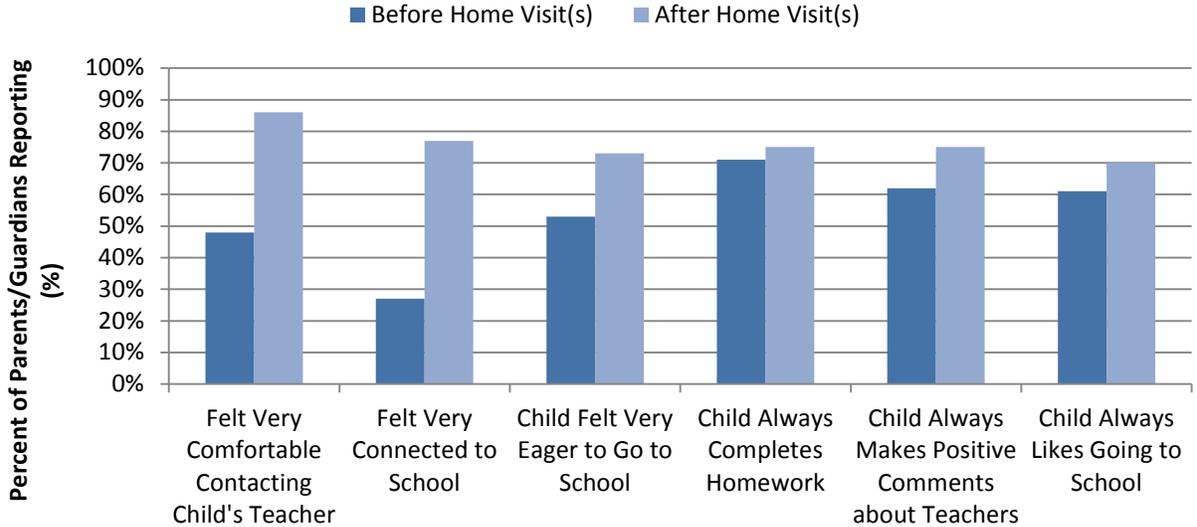
--Parent/Guardian

Child's Academic Performance and Behavior

- Following the home visits, there was a small increase in the percentage of parents/guardians who "strongly agreed" that their children made positive comments about his or her teachers and liked going to school more.

- The majority (82%) of parents/guardians were “very satisfied” with their child’s academic performance and 77% were “very satisfied” with their child’s behavior.

Figure 1. De Soto Parent/Guardian Responses Regarding School Connectedness and Child’s Academic Performance/Behavior (Number of Respondents = 77)



Teacher Perceptions of Program Effectiveness

Trainings

- A little less than half (43%) of teachers rated the first visit training as “excellent”. Another 50% rated it as “good”.
- More than half (55%) felt that the first visit training was very effective in preparing them for the first home visit.
- Teachers were slightly less satisfied with the second visit training; 38% rated it as “excellent” and 55% “very good.”
- 50% felt that the second visit training was “very effective” in preparing them for the second home visit.
- A number of teachers mentioned that the role play exercise needed to be improved.

“The major benefit was improving my relationship with the children. They seem to realize the school does care about them as individuals and we want them to like school and learning new things.”

--Teacher

Home Visits

- The majority (97-98%) of the teachers reported making both a first and second home visit.
- Sixty-four percent (64%) of teachers reported that parents/guardians were “very receptive” to the home visit and 81% felt the visits were “very comfortable.”

- Seventy-eight percent (78%) of the teachers considered the first home visits “very valuable” and 22% reported they were “somewhat valuable.”
- A lower percentage (53% compared to 78%) felt the second home visits were “very valuable” and 42% felt they were “somewhat valuable.”

Impact of Program on Parents/Guardians

- When asked about communication, over half (52%) of teachers responded that communication with “almost all” or “most” parents improved.
- Most (90%) teachers reported there had been an increase in attendance at conferences by at least “a few” parents/guardians and 49% reported increased attendance by at least half of the parents/guardians.
- The same percentage of teachers (49%) also reported that at least half of the parent/guardians advocated more frequently for their children (see Table 2).

Impact of Program on Student

- Most teachers (83%) reported the children were present at the visits and when asked how comfortable they were with the visits, 76% of teachers responded “they loved them.”
- Seventy-eight percent (78%) of teachers reported that communication improved with “almost all” or “most” of their students and half (51%) of teachers indicated that their relationships improved with “almost all” of the children as a result of the home visits.
- More than half also reported that most students had better academic performance, behaved better, participated more in class, and asked for help more frequently as a result of the home visits (see Table 3).

“Just that intimate connection with not only the student but the family. You really do form a bond, even in such a short time frame. It gives you a deeper perspective too of this student.”

--Teacher

Table 2. De Soto Teacher Responses on Impact of Program on Parents/Guardians (Number of Respondents = 47)

As a result of the home visit, how many parents/guardians...	Almost All (90-100%)	Most (75-89%)	Many (50-74%)	Some (25-49%)	A Few (10-24%)	Hardly Any (less than 10%)
Improved communication?	19%	33%	29%	10%	7%	2%
Increased their attendance at parent/teacher conferences and school events?	8%	23%	17%	23%	20%	10%
Advocated for their children more frequently?	10%	22%	17%	22%	22%	7%

Table 3. De Soto Teacher Responses of Impact of Program on Students (Number of Respondents =47)

As a result of the home visit, how many students...	Almost All (90-100%)	Most (75-89%)	Many (50-74%)	Some (25-49%)	A Few (10-24%)	Hardly Any (less than 10%)
Turned in homework more frequently?	18%	35%	10%	15%	15%	8%
Asked for help more frequently?	18%	40%	11%	13%	11%	8%
Increased their participation in class?	19%	41%	8%	16%	11%	5%
Improved their academic performance?	10%	32%	22%	15%	15%	7%
Improved communication?	43%	25%	15%	10%	8%	0%
Improved their relationships with you?	51%	15%	15%	5%	15%	0%
Behaved better?	10%	41%	10%	15%	10%	13%

Future Participation

- Most teachers (70%) reported that they would “absolutely” participate in home visits in the future and an additional 24% “probably” would participate again.
- A few teachers indicated they would not participate again because of the time commitment or because of retirement.
- Eighty percent (80%) of teachers stated their school district should “definitely” continue to participate in HOME WORKS! and that they would “definitely” recommend HOME WORKS! to other school districts.

Success Stories

Finally, teachers were asked to share a success story about their students that they believe is related to HOME WORKS!.

“I have had a success story with one of my students. He has been a troubled student in the past. He has had attendance and behavior problems. This year, through this program, I was able to bond with the mother and him. We built a “safe” relationship together. She felt comfortable to talk to me and felt as though I was on her side and more importantly her son's side.”

“At our first family dinner, one of my parents stood up to give a testimony. Through this, he said his family had felt somewhat intimidated for a school visit to be made at their home. Therefore, we decided to meet at a local restaurant. From our successful visits we made together, he and his wife hoped his son would not have this feeling of school intimidation and would feel more comfortable with the school coming into his home someday! What a success!!!!”

Student Perceptions of Program Effectiveness

Home Visits

- Almost all (99%) students were at home when their teacher visited.
- When asked how much they liked having their teachers come to their home, 70% indicated they liked it “a lot” and the majority (77%) would like their teachers to come to their home for a visit next year.

Impact on Teacher Relationships

- The percentage of students indicating it was “really easy” to talk with their teachers increased from 39% before the home visit to 64% after the home visit.

“Before the HOME WORKS! visit, I was struggling to do well in school and I was not aware that I could receive any more help. Afterwards, I knew that there are people that can help me and that care about me going through school. I also liked the fact that I could become closer with the teacher on a more personal level.”

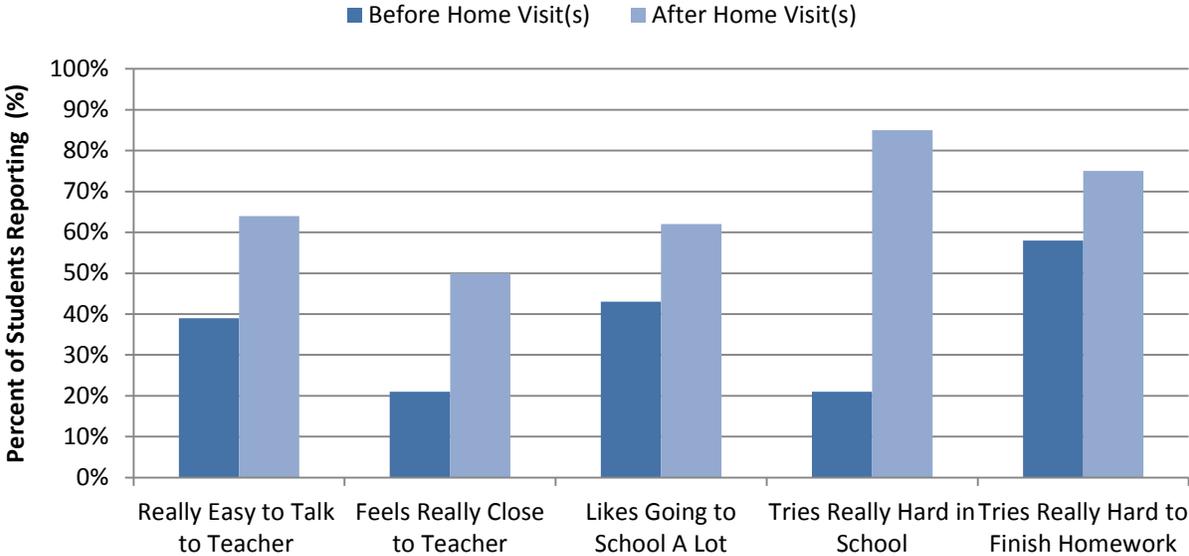
--Student

- Half (50%) of the students reported that they felt “really close” to their teacher after the home visit compared to 21% before the home visit.
- The majority (82%) of students who completed surveys about the home visits indicated that they thought their teachers cared about them “a lot.”

Impact on School Performance

- Students were asked how much they liked going to school. Sixty-two percent (62%) of students reported they liked it “a lot” after the home visit, an increase from 43% before the home visit.
- After the home visit, 85% of the students said they tried “really hard” to do well in school, an increase of 21% compared to before the home visit.
- The percentage of students reporting they tried “really hard” to get their homework done increased from 58% to 75% (see Figure 2).

Figure 2. De Soto Student Responses Regarding Impact on Teacher Relationships and School Performance (Number of Respondents = 130)



Principal Perceptions on Program Effectiveness

Principals from Athena Elementary, De Soto Jr. High School, and De Soto High School completed surveys about their perceptions of program effectiveness.

- All of the administrators felt that HOME WORKS! made “some difference” in the overall atmosphere of the school and in parental involvement.
- Administrators reported that the program made “some difference” on student academic performance and the relationships of the students to the teachers.

- One administrator reported a “great deal of difference” on the relationships of students and teachers as a result of the home visits.
- All of the administrators would choose to have HOME WORKS! in their schools next year.

Site Coordinator Perceptions of Program Effectiveness

The site coordinators from all four schools completed surveys and felt that the program had made a positive impact.

“I believe this program is having a very positive effect on the lives of children, their families, and the teachers who are participating. I personally have seen an increase in parent involvement with regard to the students I teach. Attendance for parent conferences and IEP meetings has gone up significantly. There have also been instances where parents, who have been reluctant to establish a relationship with the school/teachers, have agreed to second visits in their home instead of in public - an atmosphere of trust is being created. Other families have gotten help with pest control or furniture through this program – whereas before they might have been too embarrassed to ask.”

“We were able to help many families in many different ways both at school and at home. I think teachers were able to understand many academic issues that may have stemmed from home and were able to modify and change things to better help their students be successful.”

Site Coordinators were also asked to share success stories they thought were related to HOME WORKS!.

“I have several that come to mind. They all involve the fact that the families were unaware of two great programs that we offer at the high school. Mom and Dad in all three cases were not sure what they were going to do for college/post-secondary education. We were able to help them locate and identify several of the programs we offer and that are offered by the state. All three of the families have become more involved in school and they have a game plan for their kiddos! That is LIFE CHANGING STUFF!”

“I have one student, in particular, who stands out. This student is very heavy into video games, and during our first visit it became obvious that gaming was interfering with his homework and social life. After talking for a while in an attempt to find out what else other than games interested this student, it came out that he liked martial arts. . . In the end, this student was signed up for Karate - which he loves! He has an orange belt now. His behavior at home has improved - he's getting his homework done and is starting to come out of his shell both physically and socially.”

School Performance, Attendance, and Discipline Findings

School data were analyzed before and after the home visits to determine if the home visits had any impact on academic achievement, attendance rates, or discipline offenses. We analyzed two years of student attendance data (2010-2011 and 2011-2012). Sample sizes for the analysis of school data will vary depending upon the availability of complete data for each student.

Attendance rates of students who received one or more home visits in 2011-2012 were compared to attendance rates of those who did not receive a home visit and disciplinary offenses for HOME WORKS! students with at least one major disciplinary offense were compared to students who did not receive home visits.⁸ Discipline data include major offenses (in and out of school suspension) in 2010-2011 and 2011-2012. Analyses also examined differences in grades in all four quarters of 2011-2012 and Missouri Assessment Program (MAP) test scores for 2010-2011 and 2011-2012 in mathematics and communication arts.

Demographic Characteristics

Among HOME WORKS! students, more than half (50.9%) were male and 49.1% were female. Twenty-five percent had an IEP and 56.9% received free or reduced lunch. These numbers are similar to the non-HOMEWORKS! students, although fewer non-HOME WORKS! students (only 14.4%) had an IEP. HOME WORKS! students were largely Caucasian (around 97%), 2% were African American, and 1% were Asian. The majority of non-HOME WORKS! students were also Caucasian (97%), 2% were African American, and 1% were identified as Asian, Hispanic, or "other".

Summary of School Level Findings

- The HOME WORKS! Program resulted in modest increases in attendance rates among participants.
- HOME WORKS! did not impact major discipline offenses.
- There was no effect of the program on MAP scores or grades in communication arts and mathematics.

Detailed Attendance Findings

- Findings indicate that HOME WORKS! students had higher rates of attendance than non-HOME WORKS! students in 2011-2012⁹ (96.2% vs. 95.8%), although attendance increased slightly among both HOME WORKS! participants¹⁰ and non-participants¹¹ from 2010-2011 to 2011-2012 (see Figure 3).

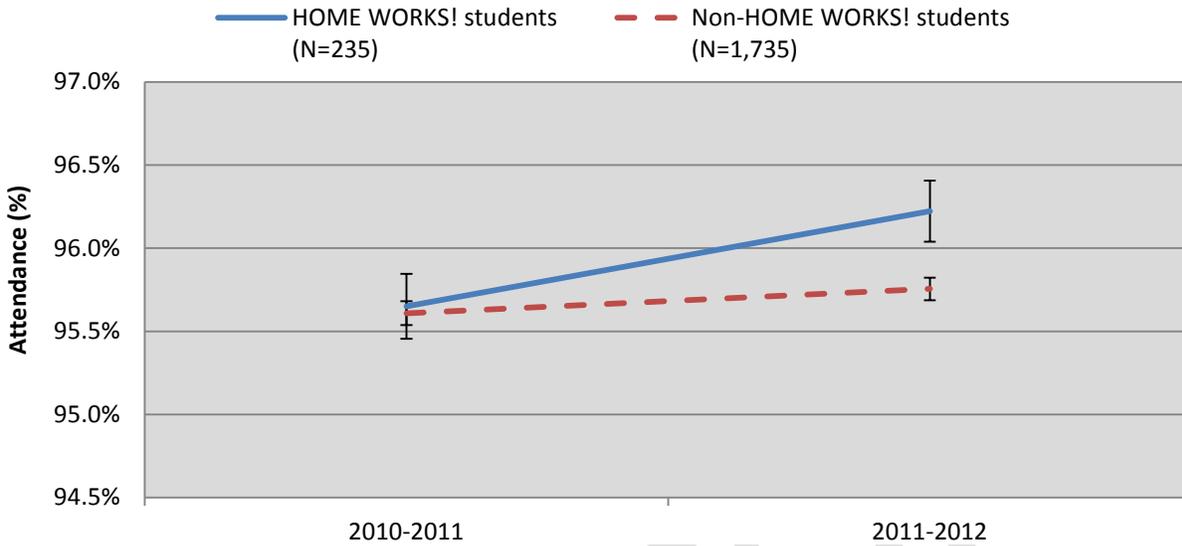
⁸ These analyses controlled for gender, free/reduced lunch status, and IEP status to ensure that the effects of the program were not due to demographic or educational differences between program participants and non-participants. Thus, only students with data for all of these variables are included in these analyses.

⁹ $p = .017$

¹⁰ $p = .001$

¹¹ $p = .023$

Figure 3. De Soto Attendance Rates for 2010-2011 and 2011-2012



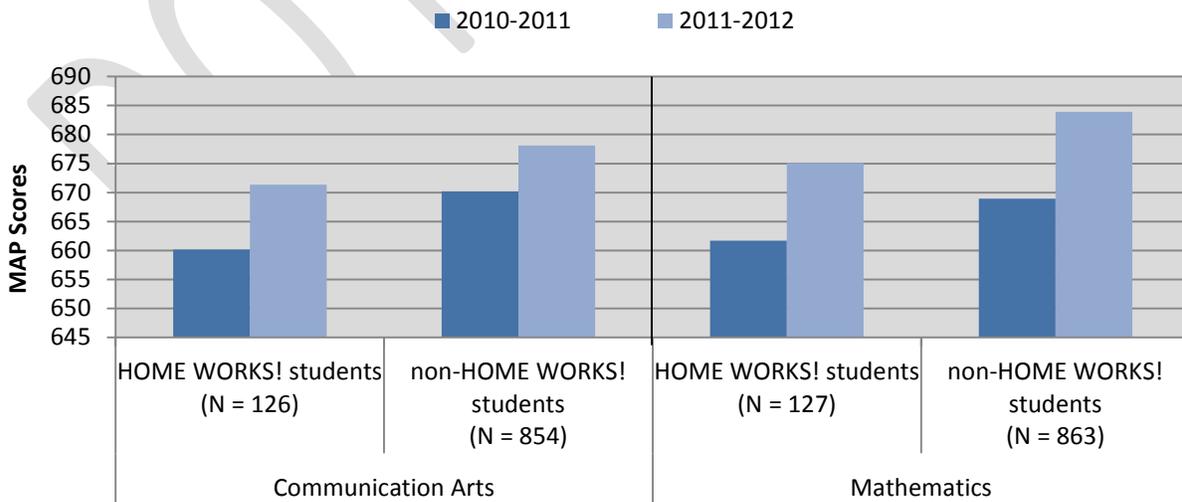
Detailed Discipline Findings

- The percentage of students with major discipline offenses increased for all students from 14.2% in 2010-2011 to 21.4% in 2011-2012¹². HOME WORKS! students and non-HOME WORKS! students did not differ in discipline offenses across time.

Detailed Academic Achievement Findings

- The results suggest HOME WORKS! did not impact mathematics or communication arts MAP scores (see Figure 4). There was also no effect of the program on communication arts or mathematics grades.

Figure 4. De Soto Communication Arts and Mathematics MAP Scores for students in 4th-8th Grades



¹² $p = .002$

SECTION TWO

Maplewood Richmond Heights School District

The Maplewood-Richmond Heights (MRH) school district is a small urban district directly adjacent to the City of St. Louis serving students from the municipalities of both Maplewood and Richmond Heights, Missouri. The total enrollment at MRH in 2011-2012 was 1,072 students, over half (51.6%) of whom were eligible for free or reduced lunch. Over half (56.3%) of the student body is Caucasian and 38.5% is African American (Department of Elementary and Secondary Education, 2012). Ten years ago the district was on the verge of being unaccredited. However, concerted efforts by a new superintendent enabled the district to be recognized as “Performing with Distinction” by the Missouri Department of Elementary and Secondary Education in 2011. The district has introduced several programs that support and enhance student learning, including HOME WORKS!

The 2011-2012 school year was the fourth year that HOME WORKS! was implemented in the MRH Early Childhood Center (ECC) (grades Pre-K-1st), MRH Elementary school (grades 2-6), MRH Middle School (grades 7 and 8), and MRH High School (grades 9-12). Home visits were made at most ECC and elementary school student homes. Students in the ECC and elementary schools are “looped” and thus have the same teacher for two consecutive years, so rather than having the two visits made in the same year, the first home visit is generally made during the first year of a student’s experience with a teacher and the second visit is made the next year. Home visits are made only to homes of selected students in the middle and high schools. Teachers completed 611 home visits in 2011-2012.

Table 1. 2011-2012 Maplewood Richmond Heights Teacher Home Visits

Home Visits	Total # Visits
MRH ECC	265
MRH Elementary	236
MRH Middle School	52
MRH High School	58
Total Visits	611

Parent/Guardian, Teacher, Student, Principal, and Site Coordinator Survey Findings

Parents/guardians, teachers, principals, and site coordinators completed surveys assessing their perceptions of HOME WORKS! and its effectiveness. Students in grades 7-12 also completed surveys to obtain their perceptions of the program. A total of 124 parents/guardians, 59 teachers, and 81 students from the middle and high school completed the surveys.

Summary of Survey Findings

- Parents/guardians, teachers, and students all reported that the primary benefit of home visits was improved communication and stronger relationships.
- Both students and parents/guardians felt more comfortable contacting teachers after the home visit, and reported that they communicated with them more often. Teachers also reported hearing from parents/guardians and students more often.
- Parents/guardians felt more connected with the school and reported that their child was more eager to attend school after the home visit. Likewise, students liked school more and said they had a better relationship with their teacher.
- A similar percentage of parents/guardians said their child always completed homework before and after the home visits, but slightly more students reported trying “really” hard to finish homework after the visits.
- Most teachers felt that HOME WORKS! students turned in homework more frequently, asked for help more frequently, improved their participation in class, and improved their academic performance.
- Half of teachers felt that *almost all or most* of the students who received home visits turned in homework more frequently after the visits.
- Almost all students, parents/guardians, and teachers found the home visit worthwhile.

Parent/Guardian Perceptions of Program Effectiveness

Seventy percent (70%) of parents/guardians reported they had received a home visit in 2011-2012 and the majority (82%) of parents/guardians had also received teacher home visits in previous years. Eighty-four percent (84%) of parents/guardians identified their child's race/ethnicity as Caucasian, 15% as African American, and 4% as Hispanic.

Several questions on the survey asked parents/guardians to report their experiences and those of their children both before and after the home visits. Parent/Guardian responses follow (see Figure 1):

Home Visits

- When asked how they felt about the home visits, 81% of parents/guardians reported the visits as “excellent” or “very good.”

School Connectedness

- The home visits resulted in an increase in the percentage of parents/guardians who said:
 - they felt “very” comfortable contacting their child's teacher (from 62% to 94%).
 - they felt “very” connected to the school (from 38% to 75%).
 - their child was “very” eager to attend school (from 35% to 73%).

“Meeting the teachers at our home is a wonderful way to introduce ourselves and be introduced. The children love it and it makes their relationship with the teachers and school very positive. It also helps ‘break the ice’ for me as a parent.”

--Parent/Guardian

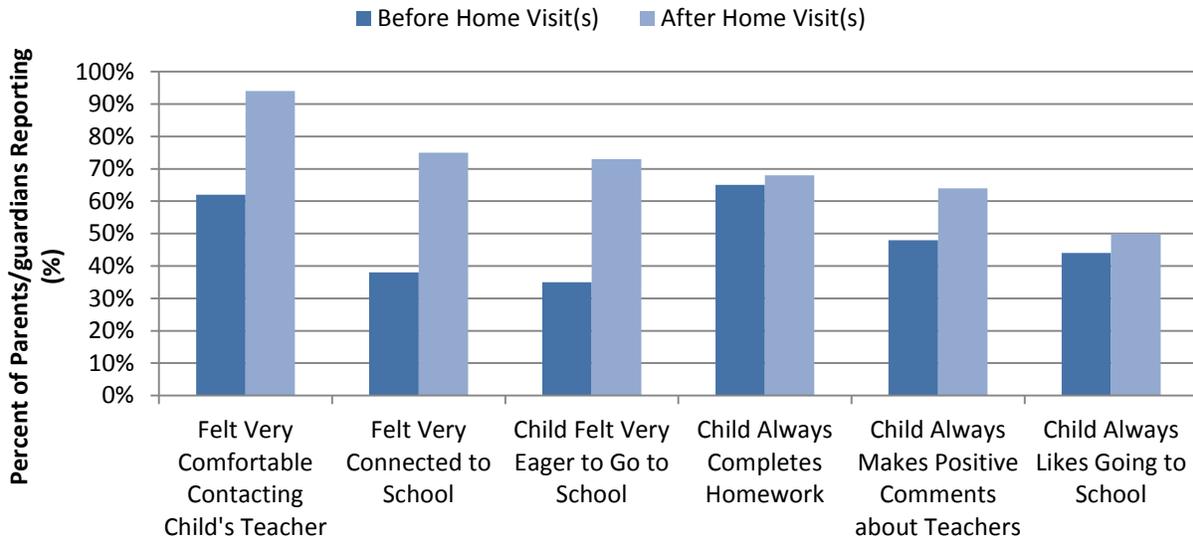
Child's Academic Performance and Behavior

- The home visits increased the percent of parents/guardians stating their child “always” makes positive comments about teachers (from 48% to 64%).
- Parents/guardians felt their children completed their homework assignments and liked going to school both before and after the home visit.
- Most parents/guardians were “very satisfied” with their child's behavior (72%) and academic performance (66%).

Contact with Teacher

- Around 55% of parents/guardians reported that the teachers contacted them more frequently.
- Around 75% of parents/guardians reported they contacted teachers more frequently.

Figure 1. Maplewood Richmond Heights Parent/Guardian Responses Regarding School Connectedness and Child’s Academic Performance/Behavior (Number of Respondents = 124)



Teachers Perceptions of Program Effectiveness

Trainings

- Around one-third (31%) of teachers rated the first visit training as “excellent” and the majority (64%) rated the training as “good”.
- Teachers in the ECC were more likely to rate the first visit training as “excellent”.
- All teachers felt that the trainings were effective in helping them to prepare for the first visit.
- Teachers did not rate the second training as high as the first, with 23% stating that they thought the training was “fair”. Still, 70% felt that the training was effective in preparing them for the second visit.

“I think it takes the nervousness out of the first days of schools for both teachers and families. I already got ideas for things I want to bring in to the class just based on what I learned about my students. I definitely feel closer to families than I have in the past”

--Teacher

Home Visits

- Fifty-nine (59) teachers reported making first home visits. The majority of teachers (67%) found the first home visits to be “very valuable.”
- Only eighteen (18) teachers reported making second home visits. The majority found the second home visits to be “somewhat valuable.”

- Some teachers replied that the relationship established with the parents/guardians through the first visit had allowed them to have greater contact about academics without doing a formal second visit.

Impact of Program on Parents/Guardians

- Almost two-thirds (65%) of teachers reported that the parents/guardians were “very receptive” to the home visit and 74% reported the visits were “very comfortable.”
- As a result of the home visits, over half of the teachers reported that “almost all” or “most” parent/guardians improved their communication, increased their attendance at parent/teachers conferences, and advocated for their children more frequently (see Table 2).

Impact of Program on Students

- As a result of the home visits, more than 70% of the teachers indicated that “almost all” or “most” students improved their communication and their relationship with the teacher.
- The visits had a positive effect on academic performance and behavior for at least half of the students (see Table 3).

Table 2. Maplewood Richmond Heights Teacher Responses on Impact of Program on Parents/Guardians (Number of Respondents = 59)

As a result of the home visit, how many parents/guardians...	Almost All (90-100%)	Most (75-89%)	Many (50-74%)	Some (25-49%)	A Few (10-24%)	Hardly Any (less than 10%)
Improved communication?	31%	33%	18%	12%	4%	2%
Increased their attendance at parent/teacher conferences and school events?	23%	30%	19%	17%	2%	9%
Advocated for their children more frequently?	18%	33%	16%	20%	6%	6%

**Table 3. Maplewood Richmond Heights Teacher Responses on
Impact of Program on Students
(Number of Respondents = 59)**

As a result of the home visit, how many students...	Almost All (90-100%)	Most (75-89%)	Many (50-74%)	Some (25-49%)	A Few (10-24%)	Hardly Any (less than 10%)
Turned in homework more frequently?	20%	31%	13%	11%	13%	11%
Asked for help more frequently?	17%	26%	22%	15%	11%	9%
Increased their participation in class?	17%	24%	28%	13%	9%	9%
Improved their academic performance?	20%	26%	20%	24%	7%	4%
Improved communication?	35%	35%	12%	14%	2%	2%
Improved their relationships with you?	44%	33%	12%	10%	0%	2%
Behaved better?	22%	24%	20%	17%	11%	7%

Future Participation

- Most teachers would “absolutely” (65%) or “probably” (25%) participate in HOME WORKS! next year.
- Ten percent (10%) said they would “probably not” or “definitely not” participate in the future.
 - This included a few teachers who did not go on any visits who stated they had not been asked to participate in the program.
 - The primary reason given by the other teachers was the amount of time required for setting up and making the visits.
- The majority (81%) of teachers stated that their school district should “definitely” participate in HOME WORKS! in the future and 75% would “definitely” recommend HOME WORKS! to other school districts.

Student Perceptions of Program Effectiveness

Impact on Teacher Relationships

- More students reported that, after the home visit, it was “really” or “pretty” easy to talk with their teachers about questions or problems (86% compared to 77%).
- Seventy-eight percent (78%) of students felt “really close” or “pretty close” to their teachers after the home visit, an increase from 26% before the home visit.
- Most (89%) students think their teachers care about them.

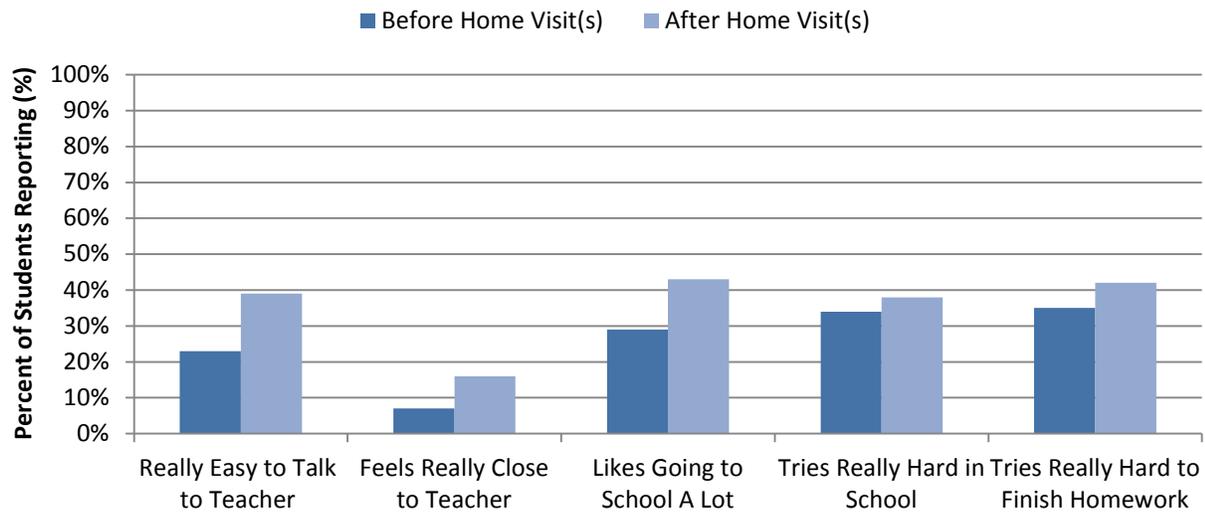
“I would just like to say that the teacher visit helped me to be more open with my teachers, and it encourages me to do better because I know that I can ask them things without being uncomfortable.”

--Student

Impact on School Connectedness and Performance

- Forty-three percent (43%) of students reported they liked going to school “a lot” after the home visits compared to 29% before the home visit.
- The percentage of students who tried “really hard” to do well in school and get their homework done increased modestly after the home visit (see Figure 2).

Figure 2. Maplewood Richmond Heights Student Responses on Teacher Relationship, School Connectedness, and School Performance (Number of Respondents = 81)



Principal Perceptions of Program Effectiveness

The principal from MRH Middle School completed a survey about perceptions of program effectiveness.

- The principal felt that the program had made a “great deal of difference” in student/teacher relationships.
- He felt that HOME WORKS! made “some difference” in the overall atmosphere of the school, parental involvement, and student attendance, behavior and academic performance.

“Every time I see a parent who reminds me of their visit, I feel a huge measure of success that they remember the experience so positively.”

--Site Coordinator

Site Coordinator Perceptions on Program Effectiveness

- The site coordinator was very supportive of the program and used both the word “wonderful” and “fantastic” to describe the program. The site coordinator would like to participate in the program next year.

School Performance, Attendance and Discipline Findings

School data were analyzed before and after the home visits for students to determine if the home visits had any impact on attendance rates, discipline offenses, or academic achievement. Sample sizes for the analysis of school data will vary depending upon the availability of complete data for each student.

Attendance rates from 2008-2012 for students who received one or more home visits between 2009 and 2012 were compared to students who never received a home visit.¹³ The percentage of students with major discipline offenses (in and out of school suspension) in 2010-2011 and 2011-2012 were compared between HOME WORKS! and students never in the HOME WORKS! program.¹⁴ To examine academic achievement, MAP scaled scores, Slosson mathematics scores¹⁵, and the Scholastic Reading Inventory¹⁶ were compared between HOME WORKS! students and non-HOME WORKS! students for 2010-2011 and 2011-2012.

Demographic Characteristics

Of all the HOME WORKS! students who received home visits between 2009-2012, 46.4% were female, 53.6% were male, and 45.6% received free/reduced lunch. Of all non-HOME WORKS! students, 44.9% were female, 55.1% were male and 65.8% received free/reduced lunch. Two-thirds (64.4%) were Caucasian, and about a quarter (24.7%) were African American.

¹³ Attendance analyses included gender, ethnicity, and free/reduced lunch status in the statistical model so that we might examine whether these variables interact with the effects of the HOME WORKS! program.

¹⁴ To be included in the discipline analyses, a student must have had major discipline offense data for both 2010-2011 and 2011-2012, as well as gender, ethnicity, and lunch status data.

¹⁵ The Slosson Diagnostic Mathematics Screener assesses mathematics Conceptual Development, mathematics Problem-Solving, and mathematics Computation Skills.

¹⁶ Scholastic Reading Inventory (SRI) is a reading assessment program that assesses students' reading levels and growth over time.

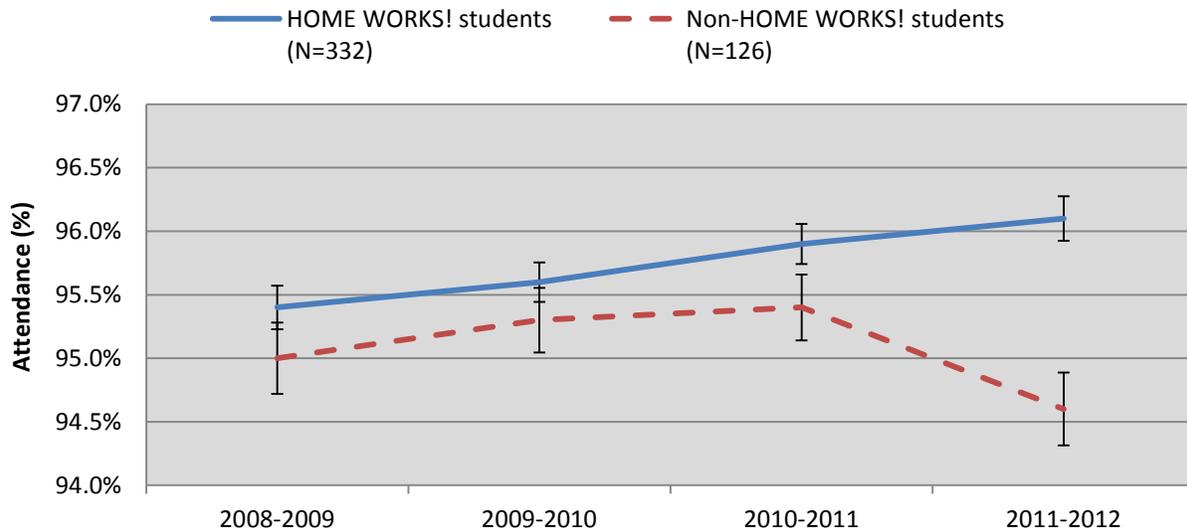
Summary of School Level Findings

- Between 2008-2009 and 2011-12, there were modest increases in attendance rates among HOME WORKS! students that were more pronounced for males and individuals who do *not* receive free/reduced lunch. The program was also successful at raising attendance among African American students.
- Among those with low attendance (less than 90%), attendance increased over time for both HOME WORKS! and non-HOME WORKS students, but on average, attendance was higher across all four years for HOME WORKS! participants than for non-HOME WORKS! students.
- Attendance for HOME WORKS! students increased between 2010-2011 and 2011-2012 but decreased for those who did not participate in the program.
- HOME WORKS! students had *lower* rates of major discipline offenses than non-HOME WORKS! students in both 2010-2011 (8.9% for HOME WORKS! students vs. 15.0 % for non-HOME WORKS! students) and 2011-2012 (12.5% for HOME WORKS! students vs. 18.9% for non-HW% students).
- HOME WORKS! participation was associated with a reduction in the number of students with major discipline offenses. The program was equivalently effective for both male and females, though less effective for African American students.
- Participation in the HOME WORKS! program is associated with a greater decrease in major discipline offenses for students who are *not* receiving free/reduced lunch as compared to those who do receive free/reduced lunch (55% compared to 23%).
- There were no effects of the program on MAP scores, Slosson mathematics scores, or scores on the SRI Scholastic Reading Inventory.

Detailed Attendance Findings

- Findings for the entire sample indicate that attendance among HOME WORKS! students increased every year (96.1% in 2011-2012 compared to 95.4% in 2008-2009) while attendance among non-HOME WORKS! students decreased from 2008-2009 to 2011-2012 (95% to 93.1%, see Figure 3).

Figure 3. Maplewood Richmond Heights Overall Attendance Rates from 2008-2009 to 2011-2012



- While attendance between HOME WORKS! and non-HOME WORKS! students did not differ in 2008-2009, HOME WORKS! students had higher rates of attendance than non-HOME WORKS! students in 2010-2011¹⁷ and 2011-2012.¹⁸

Attendance Findings by Lunch Status

- Among those who received free/reduced lunch, HOME WORKS! students and non-HOME WORKS! students had, on average, equivalent attendance rates. In contrast, among those who did *not* receive free/reduced lunch, HOME WORKS! students had higher average attendance rates (across all four years) than non-HOME WORKS! students (HOME WORKS! students = 96.2%, non-HOME WORKS! students = 95.3%).¹⁹
- There were no differences by lunch status in attendance trends across years (only differences by four year averages reported here).

Attendance Findings by Gender

- Attendance rates increased across the four years for both male and female students participating in the HOME WORKS! program (see Figure 4), though males experienced a larger increase from 95.3% in 2008-2009 to 96.4% in 2011-2012 compared to females (95.3% to 96.0%).

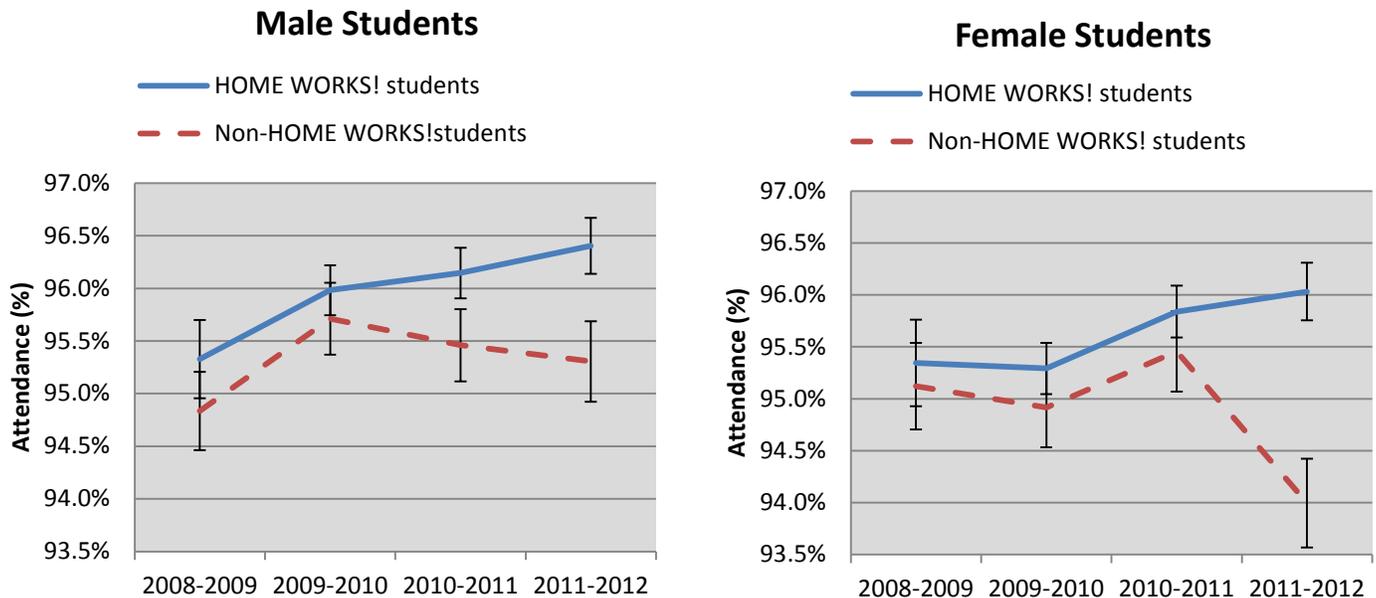
¹⁷ $p = .09$ (p values less than .05 indicate statistical significance and values less than .10 indicate marginal statistical significance)

¹⁸ $p = .000$

¹⁹ $p < .05$

- Both male²⁰ and female²¹ HOME WORKS! students had higher attendance than their non-HOME WORKS! counterparts in 2011-2012.
- Male HOME WORKS! students also had marginally higher attendance rates than male non-HOME WORKS! students in 2010-2011.²² Notably, attendance rates for female non-HOME WORKS! students decreased from 95.5% to 94.0% from 2010-2011 to 2011-2012.²³

Figure 4. Maplewood Richmond Heights Attendance Rates by Gender from 2008-2009 to 2011-2012 (Number of Students = 332)



Attendance Findings for African-American Students

- Attendance rates among African American HOME WORKS! students increased over time from 95.0% in 2008-2009 to 97.0% in 2010-2011, whereas attendance among African American non-HOME WORKS! students did not change.²⁴
- In 2011-2012, attendance rates among African American HOME WORKS! students were higher than among non-HOME WORKS! students (97.0% vs. 95.5%, see Figure 5).²⁵

²⁰ $p = .019$

²¹ $p = .000$

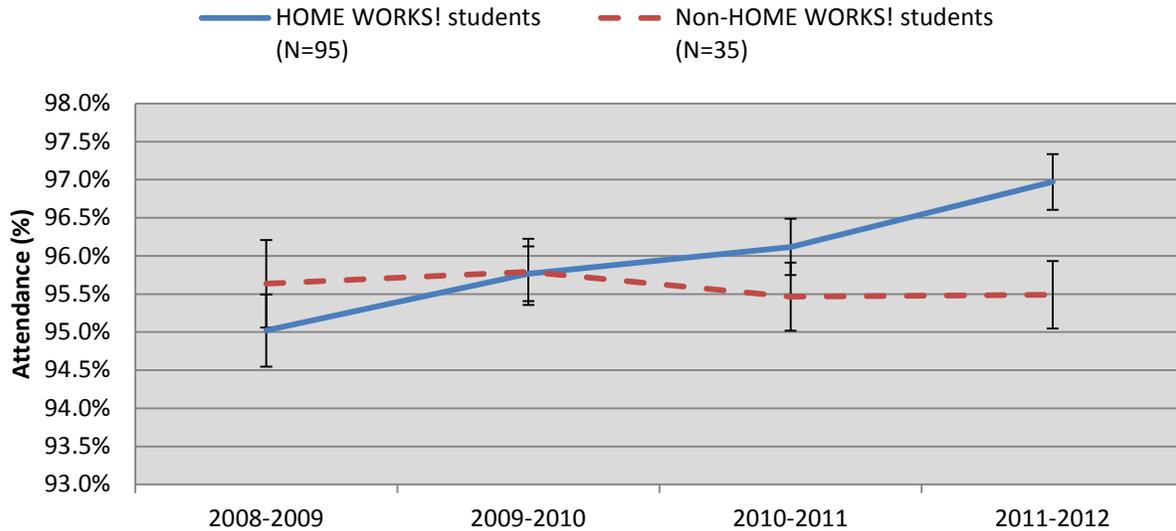
²² $p = .102$

²³ $p = .000$

²⁴ $p = .000$

²⁵ $p = .011$

Figure 5. Maplewood Richmond Heights Attendance Rates from 2008-2009 to 2011-2012



Attendance Findings among Low-attenders

- We compared students with low attendance (less than 90% attendance in 2008-2009) who received home visits between 2009 and 2012 (N = 43) with students with low attendance who did not receive any home visits (N = 30). Attendance increased over time for both groups²⁶, but on average, attendance was higher across all four years for HOME WORKS! participants²⁷ (88.9%) than for non-HOME WORKS! students (87.0%).

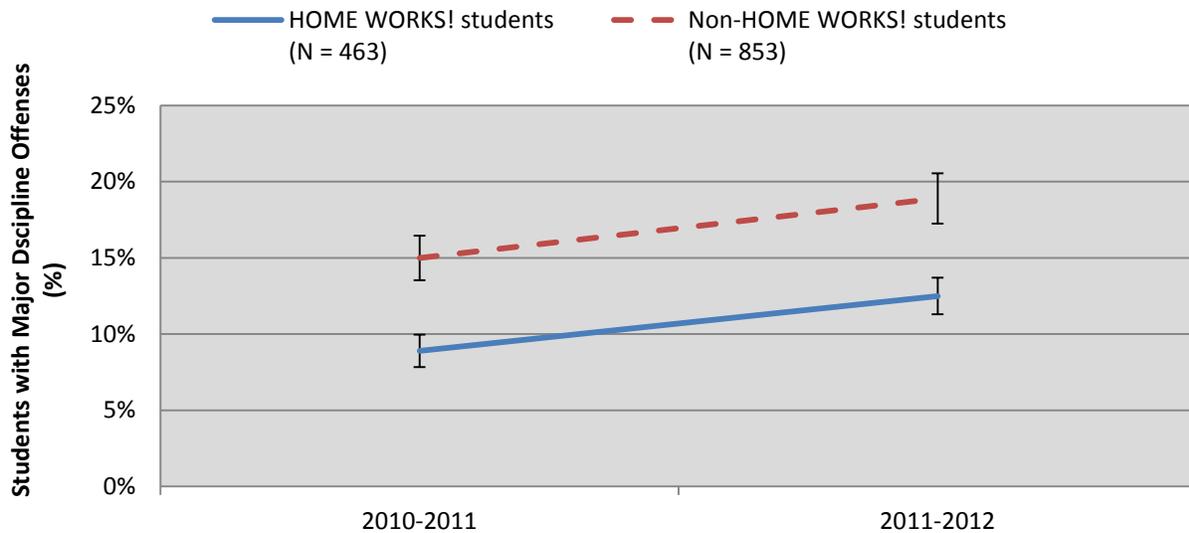
Detailed Discipline Findings

- The percentage of students with major discipline offenses increased overall from 11.9% in 2010-2011 to 16.1% in 2011-2012 (See Figure 6).
- HOME WORKS! students had *lower* rates of major discipline offenses than non-HOME WORKS! students in both 2010-2011 (8.9% for HOME WORKS! students vs. 15.0 % for non-HOME WORKS! students) and 2011-2012 (12.5% for HOME WORKS! students vs. 18.9% for non-HW% students). Since students had home visits in both years, the lower rates of discipline offenses suggest it could be a result of the program.

²⁶ $p = .000$

²⁷ $p = .098$

Figure 6. Maplewood Richmond Heights Rates of Major Discipline Offenses for 2010-2011 and 2011-2012



Discipline Findings by Gender

- More males had major discipline offenses than females, but there was no evidence that the HOME WORKS! program affects discipline offenses differently for males than females. In other words, the difference between the HOME WORKS! group and the non-HOME WORKS! group in the proportion of students with major discipline offenses was equivalent in both genders.

Discipline Findings by Lunch Status

- Among students with free/reduced lunch status, a higher percentage of non-HOME WORKS! students (18.6%) had major discipline offenses, compared to 14.3% of HOME WORKS! students.²⁸
- Across both lunch statuses, fewer HOME WORKS! students as compared to non-HOME WORKS! students had disciplinary offenses. The effects were more pronounced for students with regular lunch status.
- Among those with regular lunch status, 16.1% of non-HOME WORKS! students had major discipline offenses, compared to only 7.2% of HOME WORKS! students.²⁹
- HOME WORKS! participation was associated with a 23% reduction in the number of students with major discipline offenses among those with free/reduced lunch status, compared to a 55% reduction for HOME WORKS! students with regular lunch status.

²⁸ $p = .034$

²⁹ $p = .000$

Discipline Findings for African Americans

- There were no significant differences in major discipline offenses between African-American HOME WORKS! students and non-HOMEWORKS! students. The percent of African American students with major discipline offenses rose from 15.6% in 2010-2011 to 21.7% in 2011-2012.

Detailed Academic Achievement Findings

- The results suggest the HOME WORKS! program did not have an impact on either the mathematics or communication arts scores on the MAP tests. There were also no differences between HOME WORKS! and non-HOME WORKS! students on pre- and post-test scores of the SRI Scholastic Reading Inventory. Finally, Slosson mathematics scores between Fall 2010 and Fall 2011 did not differ between participants and non-participants in HOME WORKS!.

SECTION THREE

South City Preparatory Academy

South City Preparatory Academy is a newly opened charter school located in South St. Louis City, Missouri. The school is open to students residing in any neighborhood in the city of St. Louis. The city itself is an economically disadvantaged area where most (85%) students are eligible for free lunch and 41.1% live in poverty (Kids Count Missouri, 2011). In the 2011-2012 academic year, there were 81 students enrolled at South City Preparatory Academy, 84.1% of whom qualified for free or reduced lunch. The majority of the student body (71.6%) is African American, 27.2% are Caucasian, and 1.2% is Hispanic (Department of Elementary and Secondary Education, 2012).

HOME WORKS! was offered to 5th and 6th grade students at South City Preparatory Academy for the first time during the 2011-2012 school year. Teachers completed 79 home visits, including 51 relationship building first home visits and 28 academically focused second home visits.

Table 1. 2011-2012 South City Preparatory Academy Teacher Home Visits

Home Visits	1st Visit	2nd Visit	Total # Visits
South City Preparatory Academy	51	28	79

Parent/Guardian, Teacher, Principal, and Site Coordinator Survey Findings

Nine of 77 parents/guardians, all six teachers, the principal, and the primary site coordinator completed surveys designed to elicit their perceptions of HOME WORKS! and its effectiveness.

Summary of Survey Findings

- All parents/guardians liked the home visits, and felt the visits helped them get to know the teachers better. Almost all teachers felt that the visits were very valuable, particularly the first visits.
- The greatest impact of the home visits was on parent/guardian connectedness with the school and willingness to contact the teacher about their child. Although parents/guardians did not report more contact from teachers, they did report being more proactive about contacting the teachers themselves, especially about academic performance. Teachers reported that the home visits increased parent communication.
- The majority of parents/guardians were very pleased with their child's academic performance, though fewer (about a third of parents/guardians) were very pleased with their child's behavior.

- Teachers and the school principal found that the program had a positive effect on their students. It was particularly helpful in improving communication and building relationships between students and teachers.

Parent/Guardian Perceptions of Program Effectiveness

Most (75%) parents/guardians had children in 6th grade, and the remaining 25% were parents/guardians of 5th graders. Seventy-eight percent (78%) of parents/guardians reported their child’s ethnicity as African American, and 22% reported Caucasian. Most (67%) parents/guardians received two home visits; 33% received one home visit.

Several questions on the survey asked parents/guardians to report their experiences and those of their children both before and after the home visits. Parent/Guardian responses follow (see Figure 1):

Home Visits

- When asked how they felt about the home visits, 78% of parents/guardians reported the visits were “excellent” or “very good.”
- Most parents/guardians felt the best thing about the home visits was getting to know the teachers. Some felt the best thing was learning new information about the school.
- When asked what they liked least about the visits, a few parents/guardians stated that scheduling was difficult. One parent/guardian didn’t like having visits in the home and another felt the visit was uncomfortable at first.

“We trust the teachers more after the visit.”

--Parent/Guardian

School Connectedness

- The home visits resulted in an increase in the percentage of parents/guardians who said: (see Figure 1)
 - they felt “very” comfortable contacting their child’s teacher (from 0% to 56%)
 - they felt “very” connected to the school (from 0% to 50%)
 - their child was “very” eager to attend school (from 11% to 22%).
- Parents/guardians indicated a similar percent of youth made positive comments about their teachers before and after the visits.

Academic Performance and Behavior

- The home visits resulted in an increase in the percent of parents/guardians who said: (see Figure 1)
 - their child “always” completed homework (from 22% to 44%)
 - their child “always” likes going to school (from 22% to 33%).

- Most parents/guardians were “very satisfied” with their child’s academic performance (78%), though fewer (33.3%) were very satisfied with their child’s behavior.

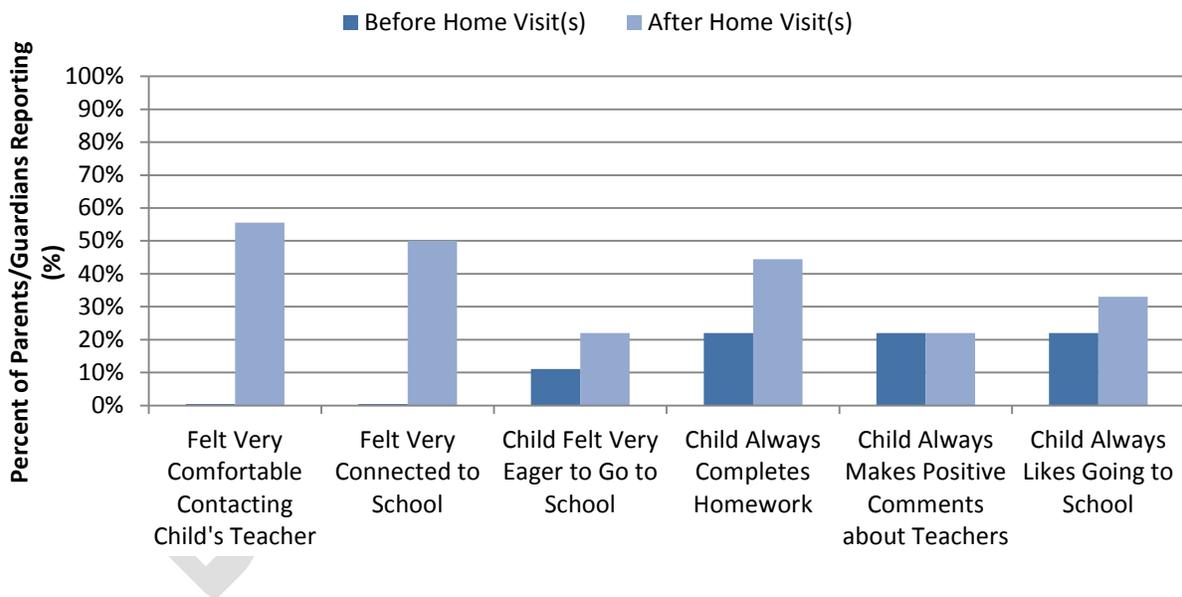
“We know South City Prep cares about our son.”

--Parent/Guardian

Contact with Teacher

- After the home visits, parents/guardians report being more proactive about contacting the teacher:
 - All parents/guardians agreed that teachers contacted them about their child’s behavior or academic issues before the visit, although a couple of parents said they were contacted less often after the visits.
 - Parents/guardians reported contacting teachers more after the visits: only 11% reported contacting the teacher about academic performance before the visit compared to 56% after the visits. The percent reporting contacting teachers about behavioral issues after the visits increased slightly from 22% to 33%.

Figure 1. South City Preparatory Academy Parent/Guardian Responses Regarding School Connectedness and Child’s Academic Performance/Behavior (Number of Respondents = 9)



Teacher Perceptions of Program Effectiveness

Trainings

- All teachers participated in both the first and second visit trainings. Four teachers felt that the 1st visit training was good; one teacher felt it was excellent.
- Teachers suggested shortening the role play section of the trainings and one teacher mentioned that a focus on cultural customs in the home was needed.

Home Visits

- Six teachers made first home visits. Five teachers found them to be “very valuable.” Three of six teachers felt that the visits were very difficult to set up.
- Five teachers made second home visits. Three teachers thought they were either “very” valuable and two teachers thought they were “somewhat” valuable.

Impact of Program on Parents/Guardians

- Four of six teachers reported that the parents/guardians were “very receptive” to the home visit and half reported the visits were “very comfortable.”
- As a result of the home visits, half of the teachers reported that “most” parent/guardians improved their communication. Two of six reported that “most” parents/guardians advocated for their children more frequently and that “most” increased their attendance at parent/teacher conferences.

Impact of Program on Students

- As a result of the home visits, half of the teachers indicated that “almost all” students improved in the areas of communication and two of the teachers felt that the home visits helped their relationships with “almost all” of the students (see Table 2).
- Around half of the teachers said that “almost all” or “most” of their students were turning homework in more frequently as a result of the home visits.

“Face-to-face time with the parents allowed me to build a relationship that is impossible to foster over the phone or during a five-minute Parent-Teacher Conference. I stepped into their lives, instead of forcing them to step into mine”

--Teacher

“Kids understand the commitment of staff when visits happen.”

--Teacher

Table 2. South City Preparatory Academy Teacher Perception of Program Impact on Students (Number of Respondents = 6)

As a result of the home visit, how many students...	Almost All (90-100%)	Most (75-89%)	Many (50-74%)	Some (25-49%)	A Few (10-24%)	Hardly Any (less than 10%)
Turned in homework more frequently?	17%	33%	17%	33%	0%	0%
Asked for help more frequently?	17%	0%	5%	33%	0%	0%
Increased their participation in class?	17%	0%	17%	67%	0%	0%
Improved their academic performance?	17%	0%	67%	17%	0%	0%
Improved communication?	50%	33%	0%	17%	0%	0%
Improved their relationships with you?	33%	50%	17%	0%	0%	0%
Behaved better?	17%	0%	33%	50%	0%	0%

Future Participation

- All teachers who made home visits would “absolutely” or “probably” participate in home visits in the future.
- When asked whether their school should continue to participate in HOME WORKS!, five of six teachers responded “definitely.”
- When asked whether they would recommend HOME WORKS! to other school districts, all of the teachers responded “definitely.”

Principal Perceptions of Program Effectiveness

The principal at South City Preparatory Academy completed a survey about his perception of program effectiveness.

- The principal felt that HOME WORKS! had made a great deal of difference in parental involvement, overall school atmosphere and teacher/student relationships.
- He felt that academic performance, attendance and behaviors had improved for over half of the students who received home visits.
- He would choose to have HOME WORKS! in their school next year.

Site Coordinator Perception of Program Effectiveness

The site coordinator completed a survey about her perception of program effectiveness. She felt that the program had a positive impact on the students who received home visits and would encourage the program for next year.

School Performance, Attendance, and Discipline Findings

School data were analyzed before and after the home visits for students to determine if the home visits had any impact on attendance rates, discipline offenses, or academic achievement. Sample sizes for the analysis of school data will vary depending upon the availability of complete data for each student.

We analyzed all five instructional periods of student attendance data for the 2011-2012 school year. Attendance rates of students who received one or more home visits in 2011-2012 were compared to students who never received a home visit.³⁰ Discipline data were calculated as the number of office referrals. The number of referrals was compared between HOME WORKS! and non-HOME WORKS! students across all instructional periods in 2011-2012.³¹ To examine academic achievement, MAP scaled scores for mathematics and communication arts were compared between HOME WORKS! students and non-HOME WORKS! students for 2010-2011 and 2011-2012³² as well as North West Evaluation Association (NWEA) assessment scores for mathematics and communication arts among HOME WORKS! students and non-HOME WORKS! students.

Demographic Characteristics

In 2011-2012, 51 students received at least one home visit and 26 did not receive a home visit. Most HOME WORKS! students were in 6th grade (64.7%) whereas most non-participants were in 5th grade (61.5%). A similar HOME WORKS! students and non-HOME WORKS! students were female (around 42%) and male (around 58%). Non-HOME WORKS! students were more likely to be African American (88.5% of non-HOME WORKS! students compared to 70.6% of African American HOME WORKS! students) and to receive free/reduced lunch (92.3% of non-HOME WORKS! students versus 72.5% of HOME WORKS! students).

Summary of School Level Findings

- Attendance rates were higher and office referrals were lower for HOME WORKS! students compared to non-HOME WORKS! students for all five instructional periods.

³⁰ The sample sizes do not reflect all participants and non-participants because only students with attendance data for all 5 instructional periods were included in the analyses.

³¹ The sample sizes do not reflect all participants and non-participants because only students with discipline data for all 5 instructional periods were included in the analyses.

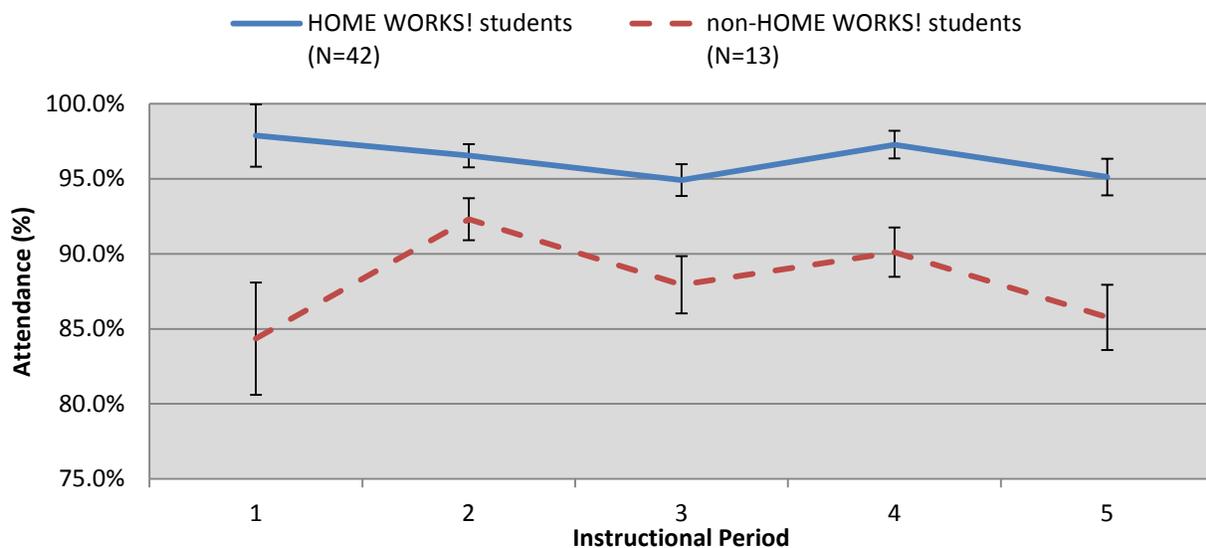
³² As with attendance and discipline, achievement test scores were only available for a subset of students.

- HOME WORKS! may have had a positive effect on the mathematics MAP scores of participants. Scores for students who participated in HOME WORKS! increased between 2010-2011 and 2011-2012. However, the findings remain tentative because participants were compared to a very small sample of non-participants (8 students). There were no differences between HOME WORKS! participants and non-participants on NWEA mathematics scores.
- There were no effects of the program on communication arts MAP scores or NWEA reading scores.

Detailed Attendance Findings

- Attendance rates were higher and office referrals were lower for HOME WORKS! students compared to non-HOME WORKS! students for all five instructional periods. Most students received home visits in August and September, prior to the end of the first instructional cycle.
- Findings indicate that HOME WORKS! students had higher rates of attendance than non-HOME WORKS! students during all five instructional periods in 2011-2012³³ (see Figure 2).

Figure 2. South City Preparatory Academy Attendance Rates during 2011-2012

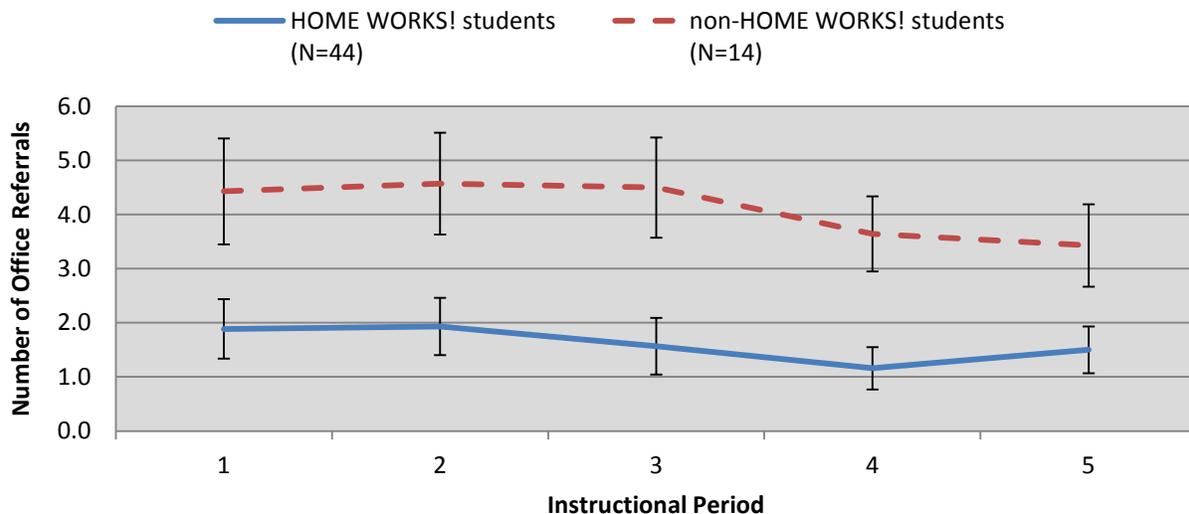


³³ $p = .000$

Detailed Discipline Findings

- Overall, the number of office referrals decreased for all students from the first to the fifth instructional period of 2011-2012³⁴ (from 3.16 referrals in period 1 to 2.64 in period 5). HOME WORKS! students had *fewer* referrals than non-HOME WORKS! students across all 5 instructional periods (see Figure 3).
- Since HOME WORKS! students had fewer discipline offenses overall, even early in the year before most home visits took place, these effects are probably due to pre-existing characteristics of HOME WORKS! participants rather than the program itself.

Figure 3. South City Preparatory Academy Number of Office Referrals during 2011-2012



Detailed Academic Achievement Findings

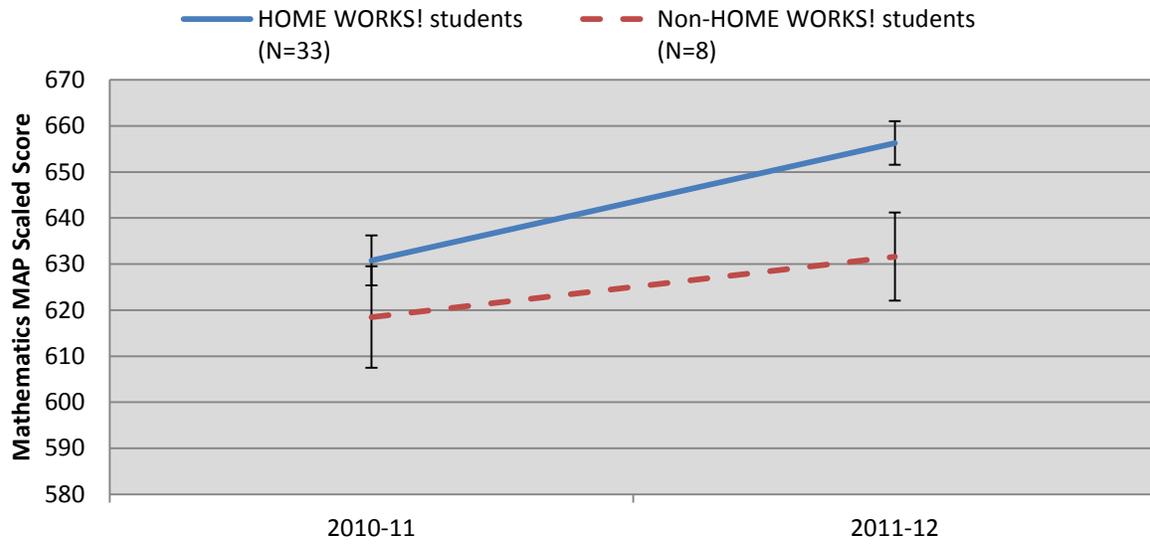
- The results suggest that HOME WORKS! may have had an impact on mathematics MAP scores; participants' mathematics MAP scores increased from 2010-2011 to 2011-2012 (from 630.8 to 656.3)³⁵ and were higher than non-participants' scores in 2011-2012³⁶ (see Figure 4). However, this is a tentative conclusion because there were only 8 individuals in the non-participant group, and they also saw a slight increase in mathematics MAP scores in 2011-2012 (from 618.5 to 630.3).
- There was no impact of HOME WORKS! on NWEA mathematics scores, nor on communication arts MAP scores or NWEA reading scores.

³⁴ $p = .007$

³⁵ $p = .000$

³⁶ $p = .026$

Figure 4. South City Preparatory Academy Mathematics MAP Scaled Scores from 2010-2011 to 2011-2012



SECTION FOUR

St. Louis Public Schools

The HOME WORKS! program has been offered to students and their families attending the St. Louis Public Schools for the past three years. The district serves students living in the city of St. Louis, Missouri, a low income area with a median household income of \$34,000 (U.S. Census, 2010). In the school year 2011-2012, there were 23,576 students enrolled in St. Louis Public Schools, 85.7% of whom were qualified for free and reduced lunch. Most students (80.5%) are African American, 13.5% are Caucasian, and 6% of students are Asian, Hispanic, or American Indian/Alaskan Native (Department of Elementary and Secondary Education, 2012). The district struggles academically, and in 2007 lost its accreditation with the Missouri State Board of Education. Since then, the district has shown academic improvement for five consecutive years and has recently received provisional accreditation. Three schools from St. Louis Public Schools participated in HOME WORKS! during the 2011-2012 school year. Buder Elementary (grades Pre-K-5th) and Stix Early Childhood Center (grades Pre-K-2nd) have participated for the past three years and Wilkinson Early Childhood Center (grades Pre-K-2nd) participated for the first time this year. St. Louis Public Schools teachers completed 869 home visits in 2011-2012.

Table 1. 2011-2012 St Louis Public Schools Teacher Home Visits

Home Visits	1 st Visit	2 nd Visit	Total # Visits
Buder Elementary	202	51	253
Stix ECC	232	179	411
Wilkinson ECC	130	75	205
Total Visits	564	305	869

Parent/Guardian, Teacher, Student, Principal, and Site Coordinator Survey Findings

Parents/guardians, teachers, principals, site coordinators, and students in grades 3-5 completed surveys assessing their perceptions of HOME WORKS! and its effectiveness. A total of 164 parents/guardians, 41 teachers, all three principals, and 8 site coordinators as well as 72 students from Buder Elementary completed surveys. Students from Stix ECC and Wilkinson ECC were too young to complete surveys. The distribution of parent, teacher, and student survey completion by school is reported in the table below.

Summary of Survey Findings

- Students, parents and teachers all reported improvements in homework completion. More students reported trying “really” hard to complete homework after the home visit and an increased percentage of parents/guardians reported their children completed their homework assignments “all of the time.” The majority of teachers also indicated that students turned in homework more frequently after the home visits.
- As a result of the home visits, most teachers felt that their students asked for help more frequently and increased their participation in class. The majority of students said they tried “really” hard to do well in school after the home visit.
- Both parents/guardians and students reported an increased connection to schools. Parents/guardians reported they felt more connected to the school and that their children were more eager to attend school and likewise, more students reported they liked going to school “a lot” after the home visits.
- Parents/guardians and teachers reported the visits improved communication between them. Both parents/guardians and students felt more comfortable talking with teachers after the home visits. Teachers also reported an improvement in communication with students and parents/guardians.
- Teachers reported that parents advocated for their child more frequently and the majority of parents/guardians indicated they were more likely to initiate contact with teachers after the home visits.
- Almost all students, parents/guardians, and teachers found the first home visit to be valuable.
- The administrators reported that the greatest difference the program made was on the relationships between teachers and students and their parents/guardians.
- All of the administrators felt that the program made a difference for some students academically and behaviorally.
- The family dinners, getting to know the families, buddying up for visits, and even the forms providing information about each student were cited as strengths of the program by the site coordinators.

Parent/Guardian Perceptions of Program Effectiveness

Forty-one percent (41%) of the parents/guardians reported they had received one home visit, 40% reported having two or more home visits, and 17.2% reported they did not receive a home visit. The 2011-2012 school year was the first year that over half (58%) of the parents/guardians received a home visit. Around half (55%) of parents/guardians identified their child's race/ethnicity as Caucasian, 39% as African American, 5% as Asian, 4% as Hispanic, and 1% as American Indian/Alaskan Native.

Several questions on the survey asked parents/guardians to report their experiences and those of their children both before and after the home visits. Parent/guardian responses follow (See Figure 1):

"The home visits made a positive experience for my family. As a result, we are more aware of our child's school activities, her academic/social progress and got more involved in school's extracurricular activities. We are immensely happy and grateful to our child's teacher and her school!"

--Parent/Guardian

Home Visits

- Parents/guardians responded positively when asked about the visits. Half (50%) of parents/guardians thought they were "excellent" and an additional 30% thought they were "very good."

School Connectedness

- The home visits resulted in an increase in the percentages of parents/guardians who said:
 - they felt "very" comfortable contacting their child's teacher (from 76% to 90%).
 - they felt "very" connected to the school (from 61% to 94%).
 - their child was "very" eager to attend school (from 66% to 80%).

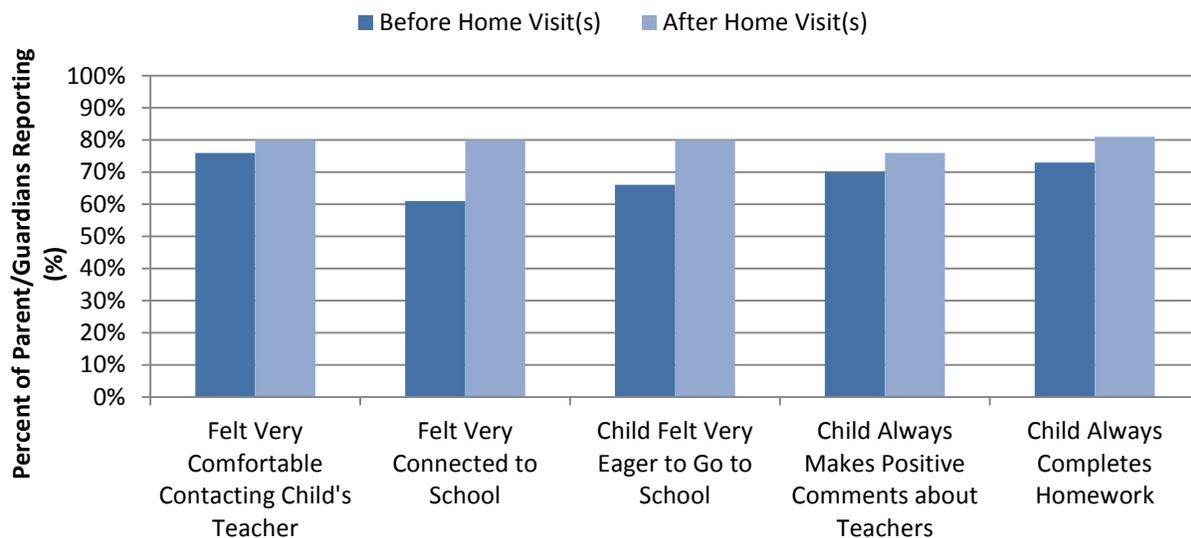
Child's Academic Performance and Behavior

- The home visits increased the percent of parents/guardians who reported that their child "always" made positive comments about teachers (from 70% to 76%).
- The home visits also increased the percent of parents/guardians who reported their children completed homework assignments "all of the time" (from 73% to 81%).
- Additionally, 78% of parents/guardians reported they were "very satisfied" with their child's academic performance and 71% were "very satisfied" with their child's behavior.

Contact with Teacher

- After the home visit, contact between the teachers and parents/guardians reportedly increased:
 - Around 75% of the parents/guardians reported teachers contacted them more frequently.
 - Around 85% of parents/guardians reported they initiated contact with the teacher more frequently.

Figure 1. St. Louis Public Schools Parent/Guardian Responses Regarding School Connectedness and Child’s Academic Performance/Behavior (Number of Respondents = 164)



Teacher Perceptions of Program Effectiveness

Home Visits

- Forty-one (41) teachers reported making first home visits. The majority of teachers (70%) found them to be “very valuable.”
- Thirty-four (34) teachers made second home visits. 85% of the teachers thought they were either “very” or “somewhat” valuable.
- Teachers reported that second visits coincided with parent-teacher conferences making them difficult to schedule and seemingly redundant.

Impact of Program on Parents/Guardians

- Around half (55%) of teachers reported that the parents/guardians were “very receptive” to the home visit and 74% reported the visits were “very comfortable.”
- As a result of the home visits, over half (56%) of teachers reported that “almost all” or “most” parents/guardians improved their communication.
- Almost half (49%) reported that parents/guardians advocated for their children more frequently.

“Forming relationships outside of the school environment contributes to an even greater relationship with the parents as the visits strengthen the fact that we really do want a positive give-and-take relationship and that we value their input/partnership.”

--Teacher

Impact of Program on Students

- As a result of the home visits, over half of teachers indicated that “almost all” or “most” students improved in the areas of communication and their relationships with the students.
- At least 50% of the students increased their class participation, turned in homework, asked for help more frequently, and improved their behavior (see Table 2).

**Table 2. St. Louis Public Schools Teacher Responses on Impact of Program on Students
(Number of Respondents = 41)**

As a result of the home visit, how many students...	Almost All (90-100%)	Most (75-89%)	Many (50-74%)	Some (25-49%)	A Few (10-24%)	Hardly Any (less than 10%)
Turned in homework more frequently?	10%	17%	21%	35%	14%	3%
Asked for help more frequently?	7%	16%	29%	29%	16%	3%
Increased their participation in class?	12%	33%	9%	30%	12%	3%
Improved their academic performance?	10%	27%	20%	27%	13%	3%
Improved communication?	29%	31%	14%	17%	8%	3%
Improved their relationships with you?	38%	24%	14%	19%	5%	0%
Behaved better?	9%	29%	21%	17%	24%	0%

Future Participation

- Seventy-five percent (75%) of teachers who made home visits would “absolutely” or “probably” participate in home visits in the future.
- When asked whether their school districts should continue to participate in HOME WORKS! and whether they would recommend HOME WORKS! to other school districts, almost two-thirds (63%) of the teachers responded “definitely.”

Principal Perceptions of Program Effectiveness

- The administrators reported that the greatest difference the program made was seen in the relationships between teachers and students and their parents/guardians.
- All of the administrators felt that the program made a difference for some students academically and behaviorally.

- Increased parent/guardian involvement was noted particularly by one principal who reported: *“After the first home visit, a mother who had been somewhat involved before started coming to all the PTO meetings, volunteered her time at the Trivia Night and was at school often. Her son has blossomed this year and his behavior is much better than last year. I know visiting their home had a direct effect on both of them.”*
- In comparing the program this school year with last, administrators commented that the increase in the number of required reports was a problem.
- All of the administrators indicated they would like to continue the program next school year.

Site Coordinator Perceptions of Program Effectiveness

- Site coordinators from all of the schools felt that the visits went very well this year, although a couple of coordinators commented that it would have been easier if it had been possible to begin the visits earlier.
- Coordinators from one school noted that teacher involvement may diminish in the future unless compensation increases. Many of the students live a considerable distance from the school making travel time and costs high.
- The family dinners, getting to know the families, buddying up for visits, and even the forms providing information about each student were cited as strengths of the program.
- When asked about the impact of the program on students, all of the coordinators cited improved relationships as the greatest impact. One coordinator said: *“The relationship building has been tremendous. I have seen students do much better in the classroom when I can somehow connect something in the instruction to their families and home.”*

Student Perceptions of Program Effectiveness

Impact on Teacher Relationships

- More students reported that, after the home visit, it was “really easy” to talk with their teachers (from 38% to 60%).
- The percentage of students reporting that they felt “really close” to their teacher more than doubled to 50% after the home visit compared to 22% before the home visit.
- The majority (82%) of students who completed surveys thought their teachers cared about them “a lot.”

*“Since my teacher’s visit,
I started trying harder
on everything.”*

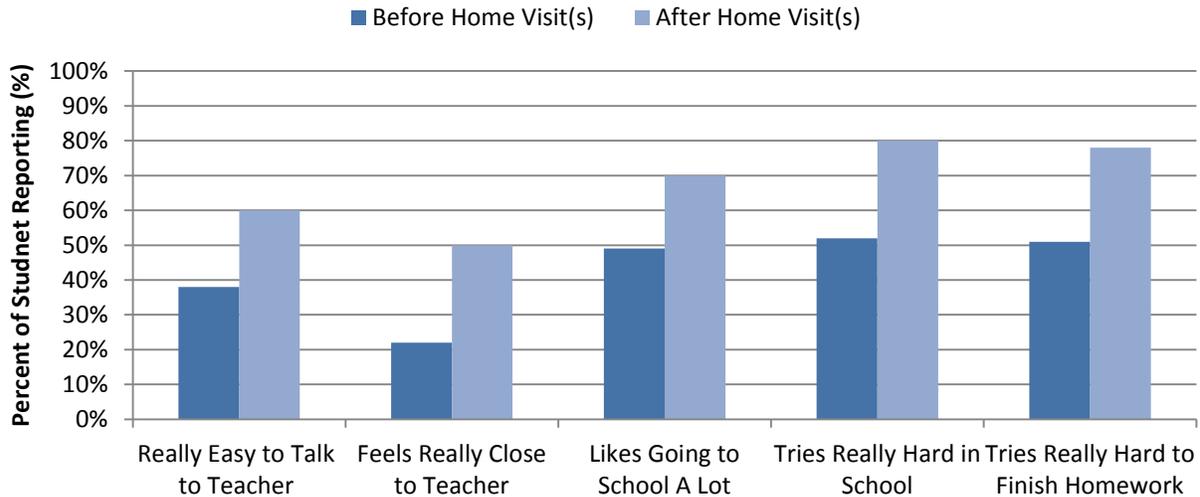
--Student

Impact on School Connectedness and Performance

- Seventy percent (70%) of students reported that they liked going to school “a lot” after home visits compared to 49% before the home visits.
- After the home visits, 80% of the students said they tried “really hard” to do well in school, an increase from 52% of students who said they tried “really hard” before the home visits.

- The percentage of students who reported trying “really hard” to get their homework done increased from 51% before the home visits to 78% after the home visits (see Figure 2).

Figure 2. St. Louis Public Schools Student Responses on Teacher Relationship, School Connectedness, and School Performance (Number of Students = 72).



School Performance, Attendance, and Discipline Findings

School data were analyzed before and after the home visits for students to determine if the home visits had any impact on attendance rates, discipline offenses, or academic achievement. Sample sizes for the analysis of school data will vary depending upon the availability of complete data for each student.

Attendance rates of students who received a home visit in 2011-2012 were compared to students who did not receive a home visit in 2011-2012.³⁷ Discipline data included major offenses (in and out of school suspension) in 2010-2011 and 2011-2012. However, there were too few major discipline offenses reported to make meaningful conclusions about the effectiveness of HOME WORKS! on discipline.

To examine academic achievement, language arts and mathematics grades were compared between HOME WORKS! and non-HOME WORKS! students in 3rd-5th grades at Buder Elementary School for all four quarters of the 2011-2012 academic school year.³⁸ Also, scores from the Missouri Assessment Program (MAP) for 2010-2011 and 2011-2012 and Acuity

³⁷ Analyses controlled for gender and ethnicity to ensure that the effects of the program were not due to demographic or educational differences between program participants and non-participants.

³⁸ Due to small sample sizes, language arts and math grades could not be analyzed over the three years that Buder Elementary participated in the program (N = 22 for HOME WORKS! students and N = 1 for non-HOME WORKS! students).

benchmark scores in mathematics and language/communication arts for 2011-2012 were compared among Buder 3rd-5th grade students.^{39 40}

Demographic Characteristics

Of all the HOME WORKS! students in 2011-2012, 47.6% were female and 70.1% received free/reduced lunch. Among non-HOME WORKS! students, 47.6% were female and 41.1% received free/reduced lunch. Almost half (49.9%) of HOME WORKS! students were African American, 42.8% were Caucasian, 4.3% were Hispanic, and 2.8% were Asian. Over half (59.5%) of non-HOME WORKS! students were African American and 34 % were Caucasian, 3.9% were Hispanic, and 2.2% were Asian.

Summary of School Level Findings

- HOME WORKS! had a positive effect on language arts grades of students participating in the program. Language arts grades increased among HOME WORKS! students from third to fourth quarter whereas grades did not change among non-HOME WORKS! students.
- There were no effects of the program on MAP scores or Acuity benchmark scores in communication arts or mathematics.
- Overall attendance rates improved for both HOME WORKS! students and non-HOME WORKS! students.

Detailed Attendance Findings

- Attendance rates for the entire sample in 2010-2011 and 2011-2012 were compared for all participating schools (see Table 3). Findings indicate there were no differences in attendance rates between HOME WORKS! students and non-HOME WORKS! students.

Table 3. St. Louis Public Schools Attendance Rates by School for 2010-2011 and 2011-2012

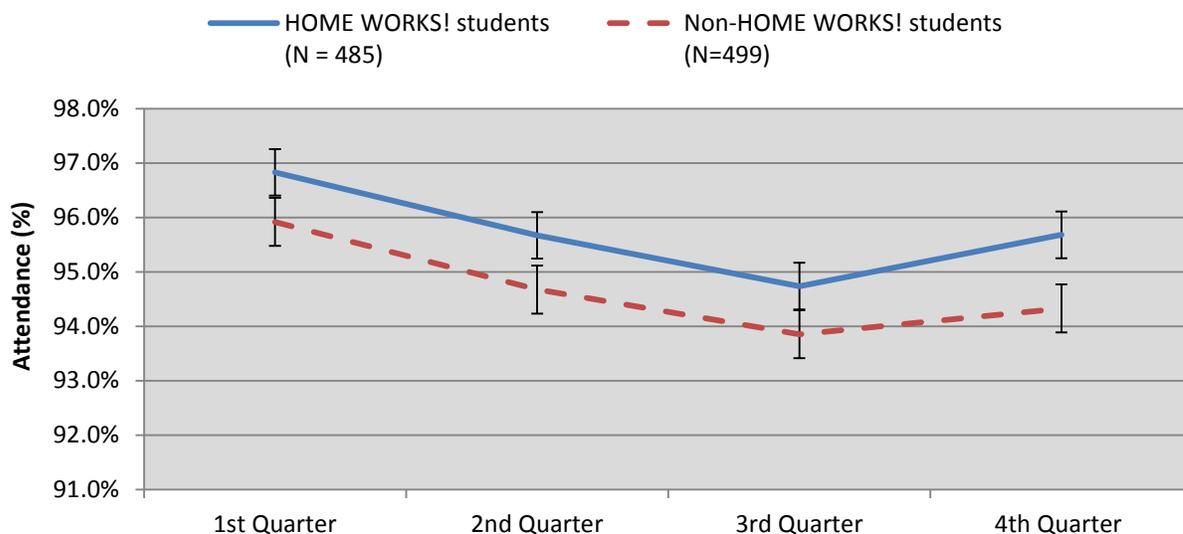
School	HOME WORKS! students (N=304)		non-HOME WORKS! students (N=272)	
	2010-2011	2011-2012	2010-2011	2011-2012
Buder Elementary	94.4%	95.6%	92.7%	94.5%
Stix ECC	94.1%	95.5%	93.9%	94.9%
Wilkinson ECC	94.2%	95.5%	92.4%	93.6%
Overall Attendance	94.3%	95.6%	93.3%	94.6%

³⁹ MAP scores could not be analyzed over time because of small sample sizes (N= 27 for HOME WORKS! students and N = 2 for non-HOME WORKS! students).

⁴⁰ The Acuity benchmark system is given three times in each academic year.

- Attendance rates between HOME WORKS! students and non-HOME WORKS! students were also examined in the year 2011-2012 from first quarter to fourth quarter for the entire sample. Although attendance rates for all students decreased between first and fourth quarter, HOME WORKS! students had higher attendance rates overall compared to non-HOME WORKS! students⁴¹ (see Figure 3). This pattern is similar to the pattern observed in 2010-2011.

Figure 3. St. Louis Public Schools Attendance Rates by Quarter during 2011-2012



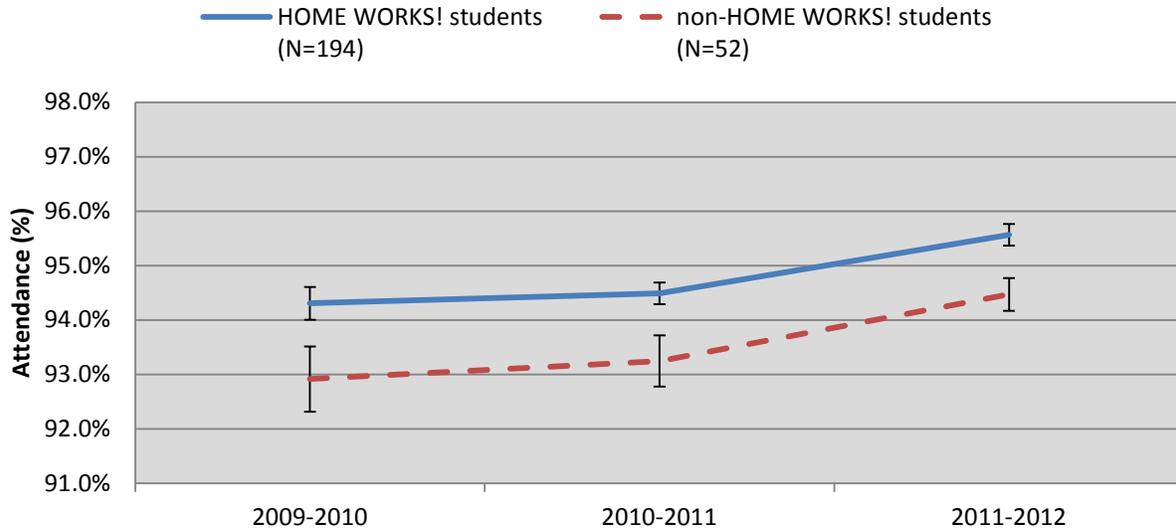
- Attendance rates for Stix ECC and Buder Elementary students for whom data were available were analyzed from 2009 to 2012⁴². Overall HOME WORKS! students had higher attendance than non-HOME WORKS! students but the rate of change did not differ between groups (see Figure 4).⁴³

⁴¹ P=.000

⁴² These analyses controlled for gender and ethnicity to ensure that the effects of the program were not due to demographic or educational differences between program participants and non-participants. Thus, only students with data for all of these variables, as well as three years of attendance data, are included in these analyses.

⁴³ p=.019

Figure 4. St. Louis Public Schools Attendance Rates for Students at Stix ECC and Buder Elementary from 2009-2010 to 2011-2012



Attendance Findings among Students with Low Attendances

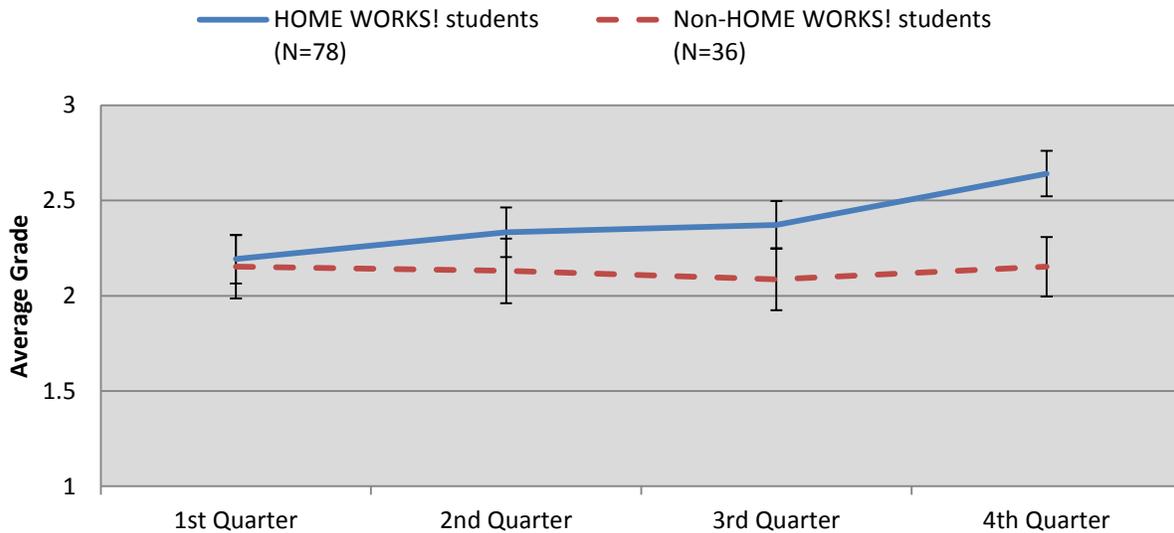
- We also analyzed the effectiveness of the HOME WORKS! program for students with low attendance, defined as students with less than 90% attendance. Comparing attendance from 2010-2011 with 2011-2012, there was no difference in the rate of change between the two groups (N=49 for HOME WORKS! students and N=60 for non-HOME WORKS! students). Comparing attendance for the years 2009-2010, 2010-2011, and 2011-2012, there was also no difference in the rate of change between HOME WORKS! students (N=14) and non-HOME WORKS! students (N=33).

Detailed Academic Achievement Findings

- Language arts grades among HOME WORKS! students increased from third to fourth quarter (2.4 to 2.6) whereas non-HOME WORKS! students language arts grades did not change (2.1 to 2.2, see Figure 5).⁴⁴

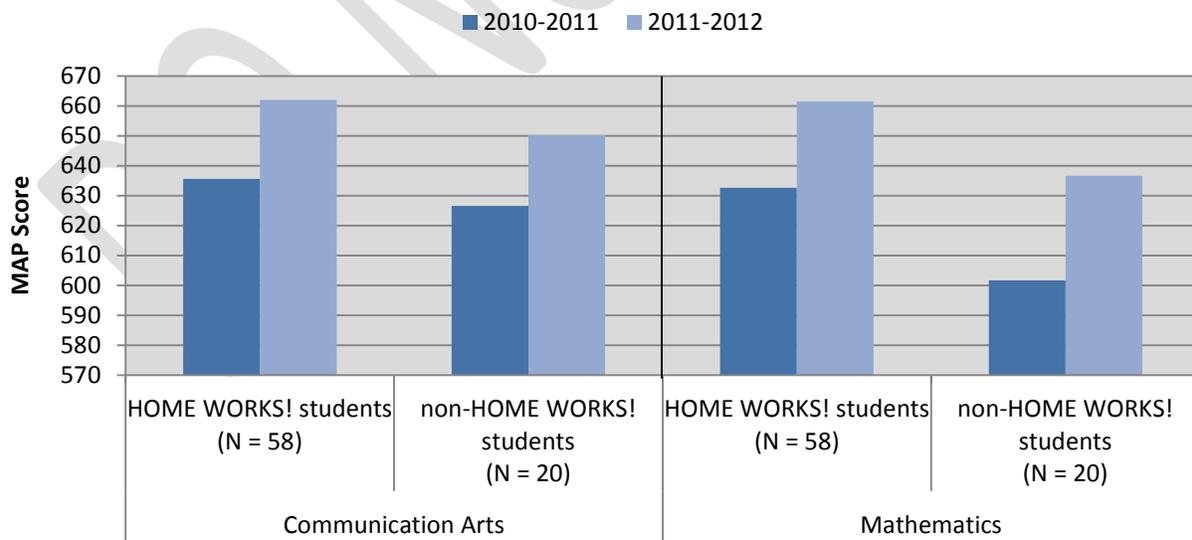
⁴⁴ p=.021

Figure 5. St. Louis Public Schools Language Arts Grades for 3rd-5th Grade Students at Buder Elementary School during 2011-2012



- There were no differences among HOME WORKS! students and non-HOME WORKS! students in mathematics grades, acuity benchmark scores in language arts and mathematics, and MAP scores in communication arts and mathematics (See Figure 6).

Figure 6. St. Louis Public Schools Communication Arts and Mathematics MAP Scores for 3rd-5th Grade Students at Buder Elementary



SECTION FIVE

University City School District

HOME WORKS! was implemented in the University City School District for the first time in the 2011-2012 school year. University City has a population of 35,371 and a median household income of \$50,852 (U.S. Census, 2010). In the 2011-2012 school year, there were 3,049 students enrolled in the University City School District, 60% of whom were qualified for free or reduced lunch. Most (89.4%) students are African American, 12.5% are Caucasian, and 3.6% are Asian/Pacific Islander, Hispanic, or American Indian/Alaskan Native (Department of Elementary and Secondary Education, 2012).

HOME WORKS! was implemented in three schools in the University City School District including Julia Goldstein Early Childhood Center serving Pre-Kindergarten (Pre-K) and Kindergarten (K) students, Pershing Elementary (grades K-5th), and Barbara Jordan Elementary (grades K-5th). Thirty-three teachers completed 200 visits in 2011-2012: nine teachers from Julia Goldstein, twelve from Pershing and twelve from Barbara Jordan. Although HOME WORKS! normally requires two home visits each year, the program was modified for this first year of implementation in University City and only one home visit was required. One teacher from Julia Goldstein, however, did make four second visits.

Table 1. 2011-2012 University City Teacher Home Visits

Home Visits	1 st Visit	2 nd Visit	Total # Visits
Barbara Jordan	53	-	53
Pershing	93	-	93
Julia Goldstein	50	4	54
Total Visits	196	4	200

Parent/Guardian, Teacher, Student, Principal, and Site Coordinator Survey Findings

Parents/guardians, students in grades 3-5, teachers, site coordinators, and administrators all completed surveys assessing their perceptions of HOME WORKS! and its effectiveness. A total of 38 parents/guardians, 37 teachers, and 58 students completed the surveys. Children at Julia Goldstein were too young to be surveyed.

Summary of Survey Findings

- One of the greatest improvements resulting from the visits was in communication between parents/guardians and teachers. Almost all parents/guardians reported an increase in communication after the home visits, and teachers reported communication with parents improved.
- Parents/guardians, teachers, and students reported the home visits resulted in improvements in the connection between home and school, stronger relationships with teachers, and increased effort by students to succeed academically.
- Most (67%) of teachers felt that the training was very effective in preparing them for the first home visit.
- Most parents/guardians and teachers felt the visits were valuable, and most students liked the home visits “a lot.”
- Teacher-student relationships also improved dramatically. More than three-fourths (77%) of students felt closer to their teacher and found him/her easier to talk to after the visits. Teachers reported improved relationships with most students participating in the program.
- Four out of ten teachers reported that “almost all” students they visited participated more in class and asked for help more frequently.
- Almost all (94%) parents/guardians felt connected to the school after the visits compared to 69% prior to the visits. More parents/guardians reported that their children were “very” eager to attend school. The large majority of students reported liking school “a lot” both before and after the visits.
- Students reported trying harder to finish homework and increased effort in general in school after the visits. More parents/guardians also reported that their children tried harder to complete homework.
- Administrators from all three schools felt that the program improved home/school communication as well as attendance and academic performance for some of the students. They also felt that it made a positive contribution to the overall school atmosphere.

Parent/Guardian Perceptions on Program Effectiveness

The majority (95%) of parents/guardians reported having one home visit and 5% reported having two home visits. Most (84%) of parents/guardians identified their child's race/ethnicity as African American, 11% as Caucasian, and 5% as Hispanic.

Several questions on the survey asked parents/guardians to report their experience and those of their children both before and after the home visits. Parent/ guardian responses follow (see Figure 1):

Home Visits

- When asked how they felt about the home visits, 78% of parents/guardians indicated the visits were "excellent" or "very good."

Contact with Teacher

- Before the home visits, most parents/guardians (91-94%) "strongly agreed" or "agreed" that teachers contacted them to let them know about academic and behavior concerns.
- After the home visits, almost all parents/guardians said that teacher contact increased.

"The home visit gave my child more confidence in school and she feels more comfortable talking to her teacher."

--Parent/Guardian

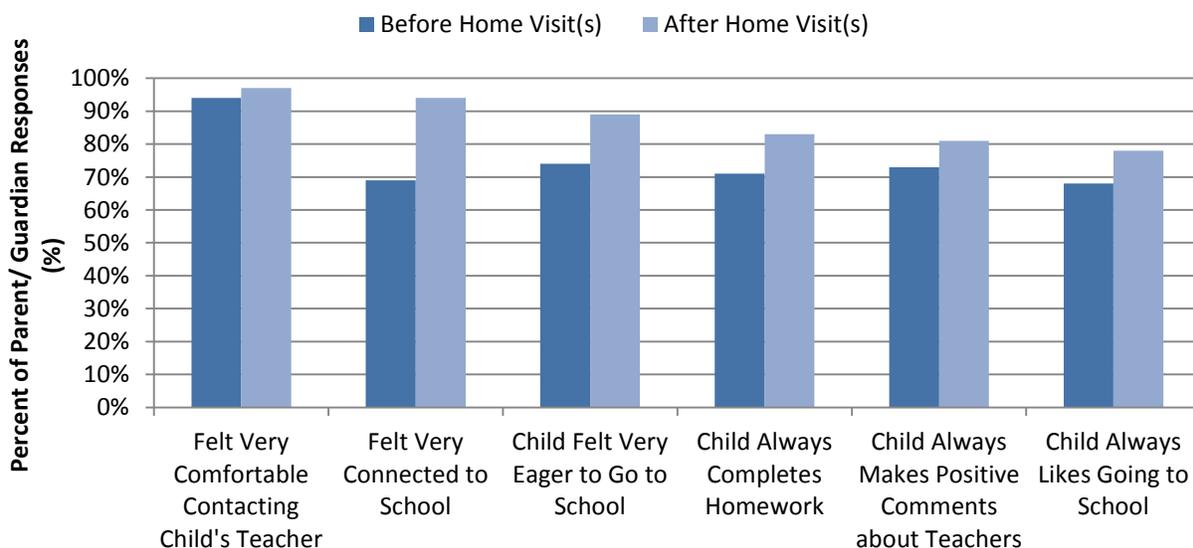
School Connectedness

- Most parents/guardians felt "very" comfortable contacting their child's teacher both before (94%) and after (97%) the home visit.
- Feelings of connection to the school increased, with 94% of parents/guardians feeling "very" connected after the home visit compared to 69% before.
- Parents/Guardians also reported that their children were more eager to attend school.

Child's Academic Performance and Behavior

- After the home visits, there was an increased percentage of parents/guardians who "strongly agreed" their children:
 - completed homework assignments (from 71% to 83%).
 - made positive comments about his or her teachers (73% to 81%).
 - liked going to school (68% to 78%) "all of the time."
- The majority (82%) of parents/guardians were "very satisfied" with their child's academic performance and 55% were "very satisfied" with their child's behavior.

Figure 1. University City Parent/Guardian Responses Regarding School Connectedness and Child’s Academic Performance/Behavior (Number of Respondents = 38)



Teacher Perceptions of Program Effectiveness

Training

- Around half (54%) of the teachers felt the training was “good” and 29% thought it was “excellent.”
- Most (67%) teachers found the training to be very effective in preparing them for the home visit.

Home Visits

- Seventy-two percent (72%) of the teachers who made home visits reported they were “very valuable” and an additional 28% reported them as “somewhat valuable.” One teacher said the most valuable thing about the visits was “finding ways to connect with the students to reach them in the classroom.”

“The parents felt comfortable asking questions through the year and we developed a friendly relationship. The parent involvement is the best it has ever been.”

--Teacher

Impact of Program on Parents/Guardians

- Eighty percent (80 %) of teachers reported the parents/guardians were “very receptive” to the home visits and 76% reported the visits to be “very comfortable.”
- The teachers reported the greatest improvement resulting from the visits was improved communication. Almost two-thirds (63%) of the teachers noted that communication improved with most parents/guardians.

- According to the teachers, at least 50% of parents/guardians advocated for their children more frequently and increased their attendance at parent/teacher conferences and school functions.

Impact of Program on Students

- Eighty percent (80%) of teachers reported that the children were “usually” present during the home visit and 96% of those teachers said “they loved them.”
- A majority (72-76%) of the teachers reported that most students made improvements in their communication and relationships with the teacher.
- Significantly, 40% of teachers reported that “almost all” students increased their class participation and 36% reported “almost all” students asked for help more frequently.
- About half of the teachers noted an increase in homework completion among “almost all” or “most” of the students (see Table 2).

“I feel once the students saw us in their homes they knew we cared more.”

--Teacher

Future Participation

- Thirty-four percent (34%) of teachers would “absolutely” participate in home visits in the future and an additional 31% would “probably” participate again.
- Among the teachers who reported they would not participate, the primary reasons cited were retirement, lack of time, and too much work outside of school.
- About two-thirds (65%) of teachers believe the district should “definitely” continue to participate in the program and 66% of teachers would “definitely” recommend HOME WORKS! to other school districts.

**Table 2. University City Teacher Responses on Impact of Program on Students
(Number of Respondents = 25)**

As a result of the home visit, how many students...	Almost All (90-100%)	Most (75-89%)	Many (50-74%)	Some (25-49%)	A Few (10-24%)	Hardly Any (less than 10%)
Turned in homework more frequently?	24%	24%	14%	14%	5%	19%
Asked for help more frequently?	36%	9%	32%	9%	0%	14%
Increased their participation in class?	40%	10%	25%	10%	5%	10%
Improved their academic performance?	5%	36%	18%	23%	9%	9%
Improved communication?	28%	44%	8%	12%	0%	8%
Improved their relationships with you?	38%	38%	8%	8%	0%	8%
Behaved better?	18%	23%	32%	5%	14%	9%

Student Perceptions of Program Effectiveness

Home Visits

- Fifty-eight (58) out of the 79 students surveyed reported that they received a home visit and most (93%) were present when their teacher visited their home.
- Over three-fourths of the students liked having their teacher come to their home “a lot” and another 16% liked it at least “a little.”
- A majority (68%) of students, including students who did not have a visit this year, would definitely like a home visit next year and another 25% reported they might like a visit.

“I liked the fact that I could talk to my teacher about how I really felt.”

--Student

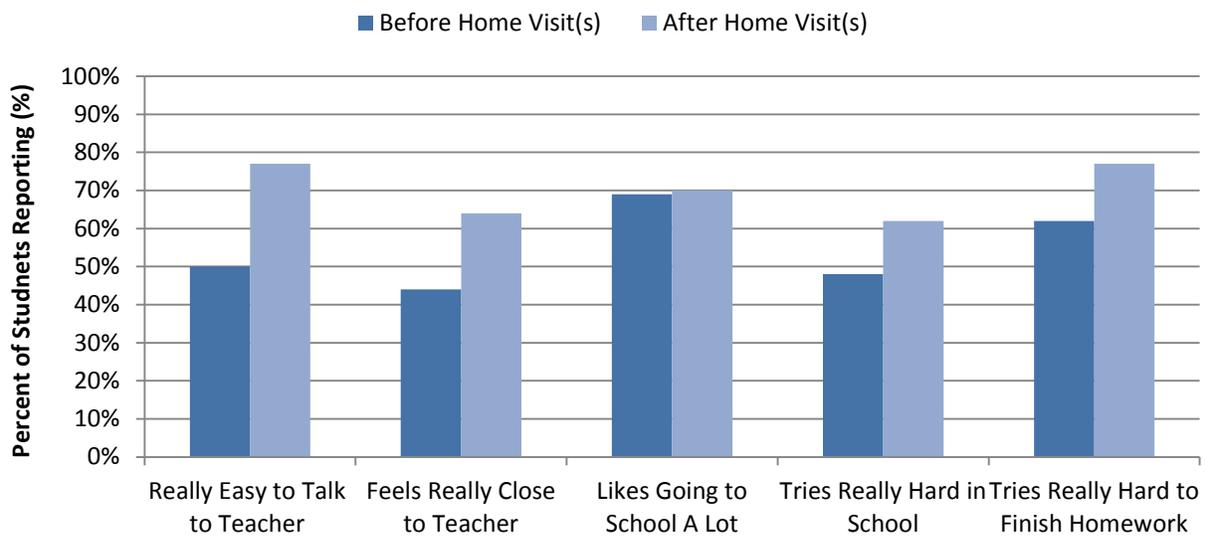
Impact on Teacher Relationships

- After the home visits, 77% of students indicated it was “really easy” to talk with their teachers if they had a question or problem compared to 50% before the home visits.
- Almost two-thirds of the students (64%) reported feeling “really close” to their teachers after the home visits compared to 44% before the home visits.
- Most students (81%) indicated that they thought their teachers cared about them “a lot.”

Impact on School Performance

- The visits appear to have provided incentive for students to try harder at school. After the home visits, the percentage of students who tried “really hard” to do well in school increased from 48% to 62% and the percentage of students who tried harder to complete their homework increased from 62% to 77%.

Figure 2. Student Responses on Teacher Relationships, School Connectedness, and School Performance (Number of Respondents = 58)



Teachers were asked to share a success story about their students that they believe is related to HOME WORKS!. One teacher noted:

“There’s a family that just didn’t have trust that educators are really for the child. They were negative at first but after that visit and the dinner they took responsibility to make sure the teacher’s requirements were met to the fullest.”

Principal Perceptions of Program Impact

- Principals from all three schools felt that the program improved home/school communication.
- They reported improvement in attendance and academic performance for some of the students.
- The visits resulted in greater involvement of some parents/guardians.
- All of the administrators want the program to continue in their schools.

Site Coordinator Perceptions of Program

Training

- About half of the coordinators indicated that the training needed to be strengthened.
- Suggestions for future trainings were: 1) have a site coordinator from a program that had been in place for a while participate in the training; 2) provide more explanation in addition to the manual; and 3) clarify evaluation tasks.

Impact on Parents/Guardians/Students

- All of the site coordinators indicated that communication had improved with families.
- One coordinator noted increased parent/guardian involvement after the visits: *“I think it made a great improvement in the participation of the families. I feel the rapport with the families has been closer than years before.”*

Future Participation

- All site coordinators indicated that they would like to continue in that role.

School Performance, Attendance, and Discipline Findings

School data were analyzed before and after the home visits to determine if they had any impact on attendance rates, the percent of students with major discipline offenses, or Missouri Assessment Program (MAP) scores. Sample sizes for the analysis of school data will vary depending upon the availability of complete data for each student.

Attendance and disciplinary data for 2010-2011 and 2011-2012 were compared between HOME WORKS! students and non-HOME WORKS! students.⁴⁵ Discipline data include major offenses (in school and out of school suspension) in 2010-2011 and 2011-2012⁴⁶. Finally, MAP scores for communication arts and mathematics for 3rd-5th grades were compared between HOME WORKS! students and non-HOME WORKS! students.⁴⁷

Demographic Characteristics

Of all students who received home visits in 2011-2012, 45.6% were female, 54.4% were male and 69.6% received free/reduced lunch. Among non-HOME WORKS! students, 47.3% were

⁴⁵ These analyses controlled for gender, grade level, and free and reduced lunch status to ensure that the effects of the program were not due to demographic or educational differences between program participants and non-participants.

⁴⁶ HOME WORKS! student sample size = 195; non-HOME WORKS! student sample size = 911.

female, 52.7% were male, and 73.3% received free/reduced lunch. The majority of HOME WORKS! students were African American (88.5%), 4.7% were Hispanic, 4.2% were Caucasian, and 2.6% were Asian. Most non-HOME WORKS! students were African American (96%), 2.1% were Caucasian, 1.3% were Hispanic, and under 1% were Asian.

Summary of School Level Findings

- Attendance rates went up slightly among HOME WORKS! students at two of the participating schools, there were no significant differences in attendance rates between HOME WORKS! and non-HOME WORKS! students (see Table 3).
- While the percentage of all students who had major discipline offenses decreased from 11.1% in 2010-11 to 3.9% in 2011-12, there were no differences between HOME WORKS! students and non-HOME WORKS! students.
- There were no differences between HOME WORKS! students and non-HOME WORKS! students in Communication Arts or Mathematics MAP scores (see Figure 3).

Table 3. University City Attendance Rates by School for 2010-2011 and 2011-2012

School	HOME WORKS! students (N=89)		non-HOME WORKS! students (N=257)	
	2010-2011	2011-2012	2010-2011	2011-2012
Julia Goldstein ECC	94.0%	95.2%	93.1%	92.9%
Barbara Jordan Elementary	95.6%	97.6%	95.5%	96.1%
Pershing Elementary	94.8%	95.0%	94.0%	94.6%
Overall Attendance	94.7%	95.3%	94.6%	95.3%

Figure 3. University City Communication Arts and Mathematics MAP scores for 3rd-5th Grade Students for 2010-2011 and 2011-2012

