LONG-TERM OUTCOMES

Students demonstrate improvements in school attendance, homework completion, classroom behavior, and classroom grades (OBJ5).

INTERMEDIATE OUTCOMES

Parents build positive relationships with teachers and learn about their child’s academic progress (OBJ 2 & 3). Parents understand their role in the learning process and gain confidence to support learning at home.

Parents adopt parenting practices that influence student motivation, engagement in school work, and belief in the importance of education (e.g. daily reading, homework monitoring, parent-school communication, high expectations, future aspirations, support, and encouragement).

INTERVENTION

Teachers and school staff attend two mandatory staff trainings on how to conduct home visits with families.

Teachers complete home visits, prioritizing families of high need students, to build trusting parent-teacher relationships, to educate parents about how to support their children’s learning at home, and to communicate with families about their children’s progress.

Parents feel welcomed by the teacher and school and are more motivated to become involved (OBJ 4).

OUTPUTS

Teachers gain knowledge and cultural competence, and learn new strategies for effectively engaging parents in the learning process (OBJ 1).

Parents build positive relationships with teachers and learn about their child’s academic progress (OBJ 2 & 3). Parents understand their role in the learning process and gain confidence to support learning at home.

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SHORT-TERM OUTCOMES

Students demonstrate improvements in school attendance, homework completion, classroom behavior, and classroom grades (OBJ5).

Students achieve academic success as measured by improved classroom behavior, attendance, grades, and standardized test scores.

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Why is There a Need for HOME WORKS!?

- 63% of all Missouri public school students (grades 3-8) achieve grade level proficiency in English/Language Arts and only 48% of students achieve grade level proficiency in math (2016).
- Economically-disadvantaged students and students of color experience significant education disparities. Only 50% of low income students and 40% of African-American students achieve grade level proficiency in English/Language Arts, and only 35% of low income students and 25% of African-American students achieve grade level proficiency in math (Missouri Department of Elementary and Secondary Education, 2016).