

March 13, 2019, 3:15–4:15 p.m.
March 22, 2019, 2:00–3:00 p.m.
Virtual Professional Learning Opportunity

Handout 2: Pework, Guiding Questions and Teacher’s Guide

Guiding Questions

Guiding Question	Interpretation	Text from Article
Overview		
What was the purpose of the study?		
What was the intervention, strategy, or practice as implemented?		
What student outcome(s) did the study look at?		
Setting and Sample		

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Guiding Question	Interpretation	Text from Article
Where did the study take place?		
What was the study population of interest or analytic sample?		
Study Design		
What was the study design?		
If there were intervention and comparison groups, were they similar at baseline?		

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Guiding Question	Interpretation	Text from Article
Results		
What were the study findings on student outcomes?		
Applying the article		
What are your key takeaways from the discussion?		
Applying the evidence locally		
What are you doing locally?		
What can you apply?		

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Guiding Question	Interpretation	Text from Article
What can you adapt?		
What will it take to implement?		

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Teacher’s Guide

Guiding Question	Interpretation	Text from Article
Overview		
What was the purpose of the study?	To see if a teacher home visit program led to improvements in classroom behavior, academic achievement, and parent involvement in school	<p><i>“This study’s purpose was to determine if a teacher home visit program implemented by a Texas-based charter school system resulted in differences in K–12 students’ classroom behavior, academic achievement, and parent involvement in school.”</i> (abstract)</p> <p>Research questions (p. 74)</p>
What was the intervention, strategy, or practice as implemented?	The intervention is a teacher home visit program	<p>Teacher Home Visit Program Section (pp. 73–73)</p> <p><i>“The school system conducts teacher home visit trainings at the beginning of the year during each school’s in-service programs for all participating teachers.”</i> (p. 73)</p> <p>Teachers schedule visits and choose which students they visit. (p. 72)</p> <p><i>“Teachers visit students’ homes in pairs.”</i> (p. 72)</p> <p>During the visit, <i>“staff focuses on student’s interests, his/her hopes and dreams, as well as academic and social progress and needs.”</i> Staff also share a folder with relevant documents, such as the student’s academic and</p>

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		<p>behavioral record, school calendar, list of extracurricular activities, and the school’s college readiness program. (p. 73)</p> <p>About 10% of students were visited, mostly in grades K-8. (p. 72)</p>
<p>What student outcome(s) did the study look at?</p>	<p>Academic Achievement: Class grades in math, science, social studies, and English/language arts</p> <p>Behavior: Points in the districts’ behavior program</p>	<p>RQ1: “Are there significant ($p < .001$) differences in the classroom behavior of school system students who received a teacher home visit compared to similar students who did not receive a teacher home visit?” (p. 74)</p> <p>RQ2: “Are there significant ($p < .001$) differences in the academic achievement of school system students who received a teacher home visit compared to similar students who did not receive a teacher home visit?” (p. 74)</p> <p>“Academic variables included student core course grades in mathematics, science, social studies, and English/language arts for the first two grading periods of the 2015–16 school year. Behavioral variables included the school system’s Positive Reward System (PRS) points and Discipline Point System (DPS) for the fall semester of 2015.” (p. 74)</p> <p>[Note: This study looks at teacher and parent outcomes, but for our purposes we’ll just focus on the student outcomes. We focus on student academic and behavioral outcomes because those we have limited time, student outcomes are the outcomes we ultimately want to impact.]</p>

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Where did the study take place?	In a public K-12 charter school system in Texas in and around a major city that has a focus on STEM	<p><i>“The study used data from a Texas-based public charter school system, mostly centered in major metropolitan and the surrounding areas, serving students in grades K–12. The school system has an explicit focus on science, technology, engineering, and mathematics (STEM) areas, reaching out to underserved communities across the state.” (p. 71)</i></p>																																																						
What was the study population of interest or analytic sample?	The students in the study were about half Hispanic and economically disadvantaged.	<p>Table 2. Teacher Home Visit and Comparison Group (No Teacher Home Visit) Student Demographics</p> <table border="1" data-bbox="909 868 1522 1279"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Home Visit Sample (n = 3,681)</th> <th colspan="2">Comparison Group (n = 3,681)</th> </tr> <tr> <th>n</th> <th>%</th> <th>n</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Ethnic distribution</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>African American</td> <td>555</td> <td>15.1</td> <td>753</td> <td>20.5</td> </tr> <tr> <td>Hispanic</td> <td>1,925</td> <td>52.3</td> <td>1,764</td> <td>47.9</td> </tr> <tr> <td>White</td> <td>697</td> <td>18.9</td> <td>669</td> <td>18.2</td> </tr> <tr> <td>American Indian</td> <td>9</td> <td>0.2</td> <td>14</td> <td>0.4</td> </tr> <tr> <td>Asian</td> <td>555</td> <td>15.1</td> <td>481</td> <td>13.1</td> </tr> <tr> <td>Socioeconomic status</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Economically disadvantaged</td> <td>1,893</td> <td>51.4</td> <td>1,905</td> <td>51.8</td> </tr> <tr> <td>Noneconomically disadvantaged</td> <td>1,788</td> <td>48.6</td> <td>1,776</td> <td>48.2</td> </tr> </tbody> </table> <p><i>Source.</i> School System Program Records.</p>		Home Visit Sample (n = 3,681)		Comparison Group (n = 3,681)		n	%	n	%	Ethnic distribution					African American	555	15.1	753	20.5	Hispanic	1,925	52.3	1,764	47.9	White	697	18.9	669	18.2	American Indian	9	0.2	14	0.4	Asian	555	15.1	481	13.1	Socioeconomic status					Economically disadvantaged	1,893	51.4	1,905	51.8	Noneconomically disadvantaged	1,788	48.6	1,776	48.2
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<p>What was the study design?</p>	<p>This study used a quasi-experimental design, which means that it used a comparison group but students were not randomly assigned to either the intervention or the comparison group.</p>	<p><i>“The purpose of this quasi-experimental explanatory mixed methods research study was to determine if the school system’s teacher home visit program resulted in differences in classroom behavior and academic achievement of students who received teacher home visit(s) compared to students who did not receive teacher home visit(s).” (p. 73)</i></p> <p><i>“For determination of the final sample, students who received a teacher home visit(s) (n = 3,681) were matched with a comparison group of students (n = 3,681) randomly drawn from the students who did not receive a teacher home visit.” (p. 75)</i></p> <p>Note: The study is described as mixed methods, because it included multiple types of data collection and analysis. In addition to looking at quantitative student data on academic and behavioral outcomes, the study also examined teachers’ answers to open-ended survey questions about the home visits.</p>
<p>If there were intervention and comparison groups, were they similar at baseline?</p>	<p>Students who received home visits and those that didn’t were similar on race or socioeconomic status.</p>	<p><i>“The demographic characteristics were examined, and there were no significant differences between the treatment group, comparison group, and the overall population by race or socioeconomic status (as measured by the number of students who received free or reduced lunch). The demographic characteristics of the comparison group sample were determined to be a close approximation (+/- 5%) to that of the teacher home visit sample.” (p. 75)</i></p>

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		<p>Note: For a study that looks at academic outcomes, typically you'd want the study to also show that they were similar on academic outcomes before home visiting as well. This study did not examine these differences.</p>
<p>Results</p>		
<p>What were the findings?</p>	<p>Academic</p> <ul style="list-style-type: none"> Students who received home visits had higher English/language arts and math grades than students who didn't receive home visits. Home visiting didn't have any effect on students' science or social studies grades. <p>Behavior</p> <ul style="list-style-type: none"> Students who received home visits had better scores on one measure of classroom behavior. 	<p><i>"Students who received a teacher home visit had significantly higher PRS, or positive reward system, scores than students who did not receive a teacher home visit ($p < .001$). Teacher home visits showed a small positive effect for positive classroom behaviors, as measured by PRS scores (Cohen's $d = 0.13$). However, there were no statistically significant differences between the DPS scores of students who received a teacher home visit compared to students who did not receive a teacher home visit."</i> (p. 77)</p> <p><i>"Students who received a home visit had statistically significantly higher mathematics and English/language arts second quarter grades than students who did not receive a teacher home visit. Additionally, teacher home visits showed a small positive effect for both subjects (mathematics, Cohen's $d = 0.13$, English/language arts, Cohen's $d = 0.12$)." (p. 80)</i></p> <p>Table 3 (p. 78)</p> <p>Table 5 (p. 80)</p>

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	<ul style="list-style-type: none"> Home visiting didn't have any effect on a second measure of behavior. 	<p>Table 5. Independent <i>t</i>-test Results and Effect Sizes (Cohen's <i>d</i>) for Student Academic Achievement</p> <table border="1" data-bbox="915 586 1881 883"> <thead> <tr> <th rowspan="2">Second Quarter Grades</th> <th colspan="2">Home Visit (<i>n</i> = 2,974)</th> <th colspan="2">No Home Visit (<i>n</i> = 2,840)</th> <th rowspan="2"><i>t</i></th> <th rowspan="2"><i>p</i></th> <th rowspan="2"><i>d</i></th> </tr> <tr> <th><i>M</i></th> <th><i>SD</i></th> <th><i>M</i></th> <th><i>SD</i></th> </tr> </thead> <tbody> <tr> <td>Math</td> <td>84.53</td> <td>10.14</td> <td>83.18</td> <td>9.97</td> <td>5.617</td> <td>.000*</td> <td>0.13</td> </tr> <tr> <td>Science</td> <td>85.38</td> <td>9.53</td> <td>84.79</td> <td>9.65</td> <td>2.570</td> <td>.010</td> <td>0.06</td> </tr> <tr> <td>English</td> <td>84.53</td> <td>10.14</td> <td>83.18</td> <td>9.97</td> <td>5.143</td> <td>.000*</td> <td>0.12</td> </tr> <tr> <td>Social Studies</td> <td>86.76</td> <td>9.16</td> <td>86.20</td> <td>9.03</td> <td>2.524</td> <td>.012</td> <td>0.06</td> </tr> </tbody> </table> <p><i>Source.</i> School System Program Records. <i>Note.</i> *<i>p</i> < .001</p>	Second Quarter Grades	Home Visit (<i>n</i> = 2,974)		No Home Visit (<i>n</i> = 2,840)		<i>t</i>	<i>p</i>	<i>d</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	Math	84.53	10.14	83.18	9.97	5.617	.000*	0.13	Science	85.38	9.53	84.79	9.65	2.570	.010	0.06	English	84.53	10.14	83.18	9.97	5.143	.000*	0.12	Social Studies	86.76	9.16	86.20	9.03	2.524	.012	0.06
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<p>What are your key takeaways from the discussion?</p>	<p>Study findings are consistent with other research indicating positive effect of home visits on academics, behavior, and parent involvement.</p> <p>Cautions/limitations</p> <ul style="list-style-type: none"> The size of the difference between the home visit 																																													

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	<p>and non-home visit groups was not large.</p> <ul style="list-style-type: none"> • Couldn't take into account preexisting difference (e.g., prior grades, prior behavior). 	
Applying the evidence locally		
What are you doing locally?		
What can you apply?		
What can you adapt?		
What will it take to implement?		