New causal research study shows TalkingPoints improved student Math, English, and Attendance outcomes in large, diverse, urban school district

New quasi-experimental study that meets the Every Student Succeeds Act (ESSA) Tier 2 standard of evidence found outsized effects for Black and Latino students, students with disabilities, and English language learners.

TalkingPoints' commitment to research

As a nonprofit dedicated to driving impact, TalkingPoints' model is grounded in evidence-based best practices and informed by decades of research. An in-house research team conducts quasi-experimental studies, cutting-edge data analysis, user impact surveys, and pilot treatment evaluations. TalkingPoints also partners with top research universities and has been recognized by leading research institutions as an evidence-based intervention for driving student outcomes.

Massachusetts Institute of Technology   **THE UNIVERSITY OF CHICAGO**

CHRISTENSEN INSTITUTE   **BABSON COLLEGE**   **CAP**

The challenge

Research shows that family-school engagement leads to improved student academic outcomes and wellbeing. However, systemic barriers often get in the way of effective, equitable partnerships with families. For families from under-resourced communities, family-school engagement occurs up to 50% less often — a gap that widened during the pandemic.
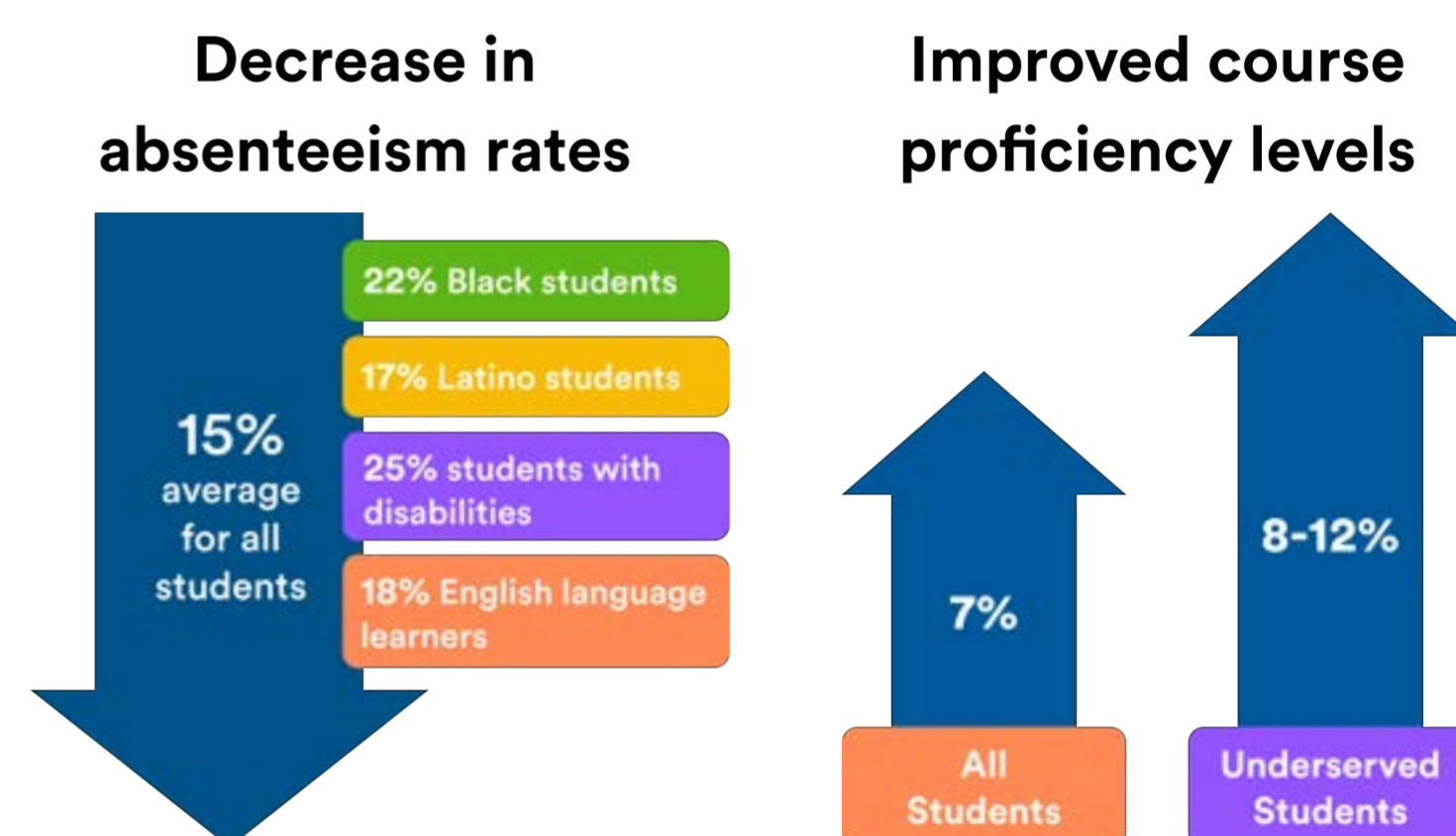
Approach

This research provides causal evidence of the impact of TalkingPoints on student outcomes. The methods used meet the Every Student Succeeds Act (ESSA) Tier 2 standard of evidence. The study examined TalkingPoints' impact on student outcomes in a large U.S. urban school district over a multi-year period, drawing from a sample of more than 30,000 students. The study analyzed student-level outcomes, including absenteeism rates, standards-based grades, and state standardized assessments. The study compared schools that adopted TalkingPoints to schools that had not yet adopted TalkingPoints.

Research outcomes

TalkingPoints partnered with a large, diverse, urban school district to study how utilization of the TalkingPoints platform impacts academic and behavioral outcomes and attendance.

The results of this causal research study show TalkingPoints **improved Math, English language arts, and attendance outcomes for all students,** with greater impacts for **traditionally underserved students:**

- Using TalkingPoints leads to lower absenteeism rates, improved course proficiency levels, and higher standardized test scores.

- Many of these improvements are more pronounced for traditionally underserved students, including Black students, Latino students, students with disabilities, and English language learners.

Decrease in absenteeism rates

15% average for all students

22% Black students
17% Latino students
25% students with disabilities
18% English language learners

-1 percentage point absenteeism rate from baseline of 6%; subgroups: 1-2 point reduction from baseline of 6-9%

Improved course proficiency levels

7% — All Students
8-12% — Underserved Students

Key Takeaways

Building effective school-family partnerships makes the hard work that schools do matter more by aligning schools and families in support of students. Interventions like TalkingPoints help close learning gaps and reduce the negative impacts on student progress caused by absenteeism. Further, district leaders can improve state accountability metrics by encouraging strategies that leverage effective family-school partnerships to reduce chronic absenteeism rates.

Visit **talkingpts.org/research** to download the full report or email **partnerships@talkingpts.org**