



Can home visits from teachers improve student outcomes? Evidence from DC Public Schools

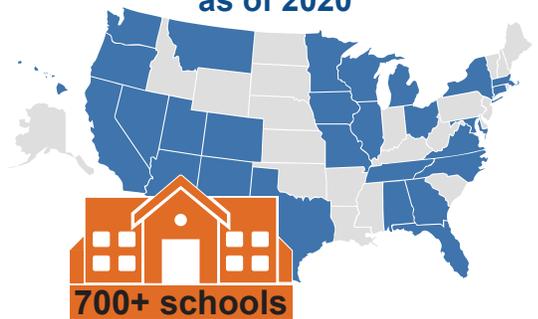
Relationship-building teacher home visits over the summer reduced student disciplinary incidents and improved attendance.

Why study teacher home visits?

Substantial evidence indicates that **higher parent engagement in their children’s education is associated with better student outcomes**, including improved behavior, attendance, and academic and social-emotional development.¹ Teacher home visits have emerged as a promising method to increase parent engagement with schools and improve student outcomes. As of 2020, more than 700 schools in 28 states and Washington, DC, had implemented the [Parent Teacher Home Visits](#) organization’s home visit model.²

However, few studies have examined the effectiveness of teacher home visits.

Home visits conducted using the Parent Teacher Home Visits model as of 2020



DC Family Engagement Partnership (FEP) Home Visits

Based on the Parent Teacher Home Visits model, the FEP is a schoolwide program developed and implemented by the Flamboyan Foundation, a private foundation that partners with DC Public Schools (DCPS) on some of its family engagement initiatives. Under the FEP, teachers receive 2 to 3 hours of training in home visiting over the summer. They conduct home visits in pairs and are paid for their time. Visits typically last 30 minutes and involve:



Introductions and getting to know each other



Parents’ hopes and dreams for their child’s future



Parents’ expectations for their child’s education



An invitation to continue building a relationship



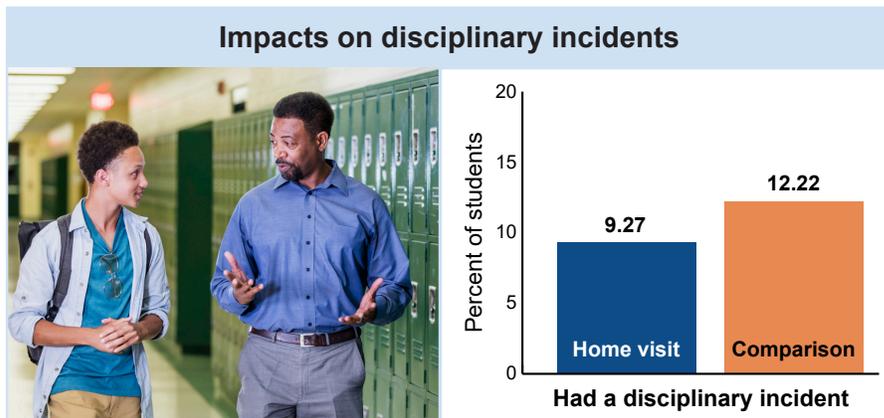
Parents’ communication preferences

The study

[In partnership with DCPS, REL Mid-Atlantic examined the effects of home visits on the disciplinary incidents and attendance of students in grades 1 to 5.](#) The study specifically looked at home visits conducted in the summer by teachers in FEP schools. After matching students who received these home visits to similar comparison students who did not receive visits, the study used regression analysis to compare the outcomes among the two groups.

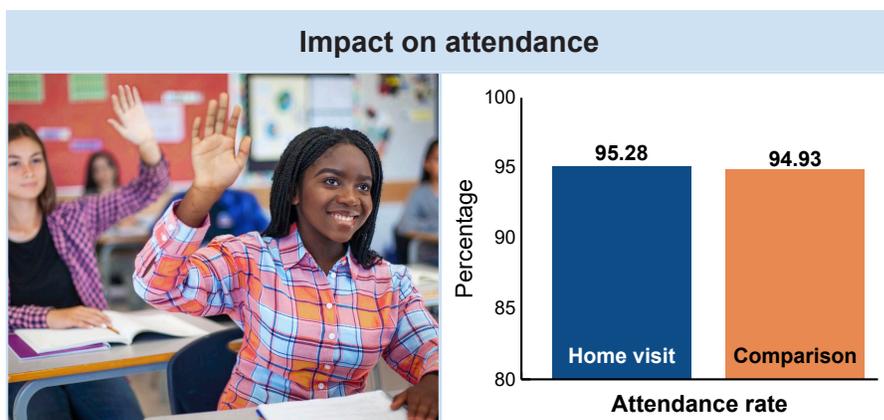
Key findings

Summer home visits significantly reduced the likelihood of a student having a disciplinary incident the following school year. In the school year immediately following a summer home visit, 9.27 percent of visited students had a disciplinary incident compared with 12.22 percent of non-visited comparison students. The study did not, however, find a measurable impact on serious disciplinary incidents (incidents categorized by DCPS as severe enough to potentially result in suspension or expulsion).



Source: Authors' analysis of District of Columbia Public Schools administrative data, U.S. Census Bureau data files, and Flamboyant Foundation data on Family Engagement Partnership home visits.

The home visits slightly improved student attendance. Attendance rates averaged 95.28 percent for students who received a summer home visit and 94.93 percent for comparison students who did not.³



Source: Authors' analysis of District of Columbia Public Schools administrative data, U.S. Census Bureau data files, and Flamboyant Foundation data on Family Engagement Partnership home visits.

Endnotes

¹ Jaynes, 2007; Scher, 2016; Sheldon, 2007; Sheridan et al., 2019

² Parent Teacher Home Visits, 2021

³ These student attendance rates do not represent DCPS attendance rates as a whole, due to sample restrictions such as excluding students who changed schools during the school year.

References

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