

F

A

Q

IES

Institute of
Education Sciences

What strategies have been shown to effectively address tardiness and other attendance concerns among high school and college students?



Background

- [Research](#) emphasizes the importance of academic behaviors and time management (including, but not limited to, [attending class](#), [tardiness](#), and [punctuality](#)) and their positive associations to college and career readiness and success. These qualities and skills are also highly sought after by employers.
- However, the [push for improved transitions between school and career](#) suggests that there is a mismatch between schools' and employers' expectations. Attendance and tardiness policies that are regulated differently in school and the workplace may affect [students' preparedness to enter the workplace](#). Thus, there is a need for research-informed strategies to reduce tardiness and to better prepare students for workplace expectations, discussed next.



Research-Informed Strategies

- One [research review](#)¹ provides several recommendations for policymakers, district administrators, and educators to increase students' acquisition of employability skills like punctuality. Among the recommendations for educators are:
 - Set clear expectations about workplace norms and employability skills. Pair this strategy with consistent implementation and data monitoring.
 - Model these same skills and habits to students.
 - Assume the role of facilitator or coach to give students the responsibility to direct and develop their own learning.
 - Incorporate [behavior-specific praise](#) and [positive behavior reinforcement](#) to reduce tardiness and [disruptive behaviors](#).²
- [Research from the career and technical education \(CTE\) field](#) suggests that courses that incorporate skill reinforcement, engagement in and relevance of course instruction/material, and new skill development improve student attendance.
- A [literature review](#) of practices to improve attendance and reduce tardiness found that the most common effective interventions involve skills training, [family and community support](#), and incentive-based strategies. External incentives, such as earning points or [monetary rewards](#),² to reward behavior, such as attendance, are generally successful, but appear to have short-term effects.
- Education stakeholders may wish to consider other reasons behind student tardiness/attendance, such as [geographic access](#), [family or economic responsibilities](#),¹ or [biological and behavioral factors](#), such as sleep disorders and sleep patterns, which may also place some students at higher risk of tardiness. Students experiencing these factors may require extra support in and out of school.

1. Study has undergone IES peer review.

2. Study has undergone review by the What Works Clearinghouse.