IES Institute of Education Sciences

STUDY SNAPSHOT
November 2021

Regional Educational Laboratory Mid-Atlantic
At Mathematica

# Impacts of Home Visits on Students in District of Columbia Public Schools

Structured relationship-building teacher home visits have emerged as a promising method to increase parent engagement and improve student outcomes, but there is limited evidence on their effectiveness. The District of Columbia Public Schools (DCPS) partnered with the Regional Educational Laboratory Mid-Atlantic to rigorously evaluate the impacts of teacher home visits conducted as part of DCPS's Family Engagement Partnership (FEP) program. The FEP, based on the Parent Teacher Home Visits model and developed by the Flamboyan Foundation,[1] is a schoolwide program that trains teachers on how to conduct structured relationship-building home visits over the summer or during the school year. The FEP also involves several non–home visit components, including observations and feedback on teachers' family engagement practices, training on a nontraditional style of parent-teacher conferences; and coaching, professional learning communities, and tools for school leaders.

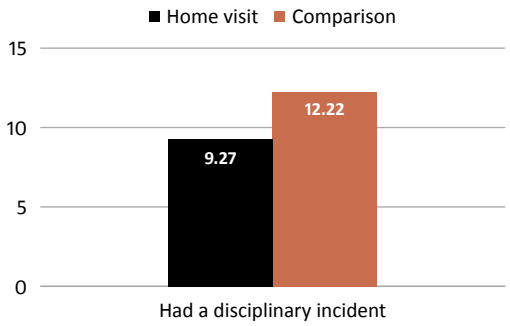
This study examined the impacts of home visits conducted by teachers in FEP schools before the start of the 2014/15–2016/17 school years on the outcomes of visited students in grades 1–5 in those years. After matching students who received home visits to similar comparison students who did not, the study used regression analysis to compare the outcomes of visited students to the outcomes of the comparison students. The primary research questions focused on disciplinary incidents and attendance during the school year following a summer home visit. The favorable impacts found by this study provide DCPS with a reason to continue—and perhaps consider expanding—structured relationship-building home visits as part of the district's family engagement efforts.

## Key findings

- **Home visits reduced the likelihood of a student having a disciplinary incident later in that 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 nonvisited comparison students, a statistically significant difference. 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).
- **Home visits slightly improved student attendance.** The attendance rate averaged 95.28 percent for students who received a summer home visit and 94.93 percent for comparison students who did not, a statistically significant difference.[2]

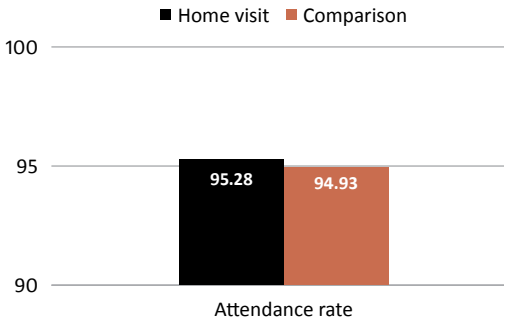
**Impact on disciplinary incidents**

*Percent of students*




**Impact on attendance**

*Percent*




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

1. See http://www.pthvp.org/what-we-do/pthv-model/ for details about the Parent Teacher Home Visits model.
2. These student attendance rates do not represent DCPS attendance rates as a whole because of sample restrictions such as excluding students who changed schools during the school year.



See the full report with technical details on the Institute of Education Sciences website.