

Evaluation of the Second Year of the Learner Engagement and Attendance Program (LEAP)

Eric J. Brunner, University of Connecticut
Steve Ross, University of Connecticut



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Research Collaboration

Overview

- The Learner Engagement and Attendance Program (LEAP) was launched in April of 2021 to address student absenteeism and disengagement from school due to the COVID-19 pandemic.
- Beginning in the summer of 2021 and continuing through June 2022, home visits were conducted with students identified as chronically absent from a targeted sample of 15 large and mostly urban school districts throughout Connecticut.
- In the summer of 2022 and during the 2022-23 school year, the LEAP program was extended to a second set of students.
- The current project evaluates the effectiveness of 2nd year of the LEAP intervention on post-intervention school attendance rates.

Overview of Key Findings

- The LEAP program was more effective for students treated during the 2022-23 school year compared to those treated over the summer.
 - For students treated during the 2022-23 school year, 6 months after students were treated by the LEAP program, attendance increased by approximately 10 percentage points.
 - For students treated during the summer of 2022, 6 months after students were treated by the LEAP program, attendance increased by only around 5 percentage points.
- The LEAP program as implemented by New Haven Public Schools (NHPS) was significantly more successful during the 2022-23 school year.
 - In 2021-22, New Haven Public Schools used broad community canvassing, which had little impact on attendance. In 2022-23, after switching to the LEAP model, students treated by LEAP saw a 15 percentage point increase in attendance six months later.
- While the LEAP program led to sustained increases in attendance for students in all grades, the impact of the LEAP program was largest for students in grades 9-12.
 - Among students in grades 9-12 who participated in the LEAP program attendance increased by more than 15 percentage points nine months after treatment compared to elementary and middle school grades where attendance increased by slightly less than 10 percentage points nine months after treatment.
- The impact of the LEAP program was broad based across student characteristics.
 - Impact of participating in the LEAP program was similar by: 1) gender; 2) race and ethnicity; 3) free or reduced-price lunch eligibility status; 4) English Learner/Multilingual Learner status; and 5) special education status.
- LEAP visits conducted by teachers or other district personnel appear to be more effective than visits conducted by non-district personal and other types of individuals.



Methodology

- We follow the same methodology used to evaluate the first year of LEAP students that were treated during the 2021-22 school year.
- Specifically, we use a difference-in-differences (DiD) identification strategy to isolate the impact of LEAP treatment on student attendance.
 - Our DiD framework compares the difference in attendance rates among LEAP treated students before and after a LEAP visit to the difference in attendance rates among students not treated by the LEAP program (control group), over the same time period.
- We limit the sample to all students that were treated by the LEAP program between the summer of 2022 and June of 2023. We then implement our DiD framework by exploiting the staggered timing of treatment (i.e. the fact that students were treated in different months throughout the 2022-23 school year) and use students treated in later months (e.g. May or June of 2022) as the control or counterfactual group for students treated earlier.
- A detailed description of the methodology employed in this study can be found [in the first LEAP report.](#)

Data

- Our primary source of data comes from individual student attendance records maintained by the school districts that participated in the LEAP program, collected by EdAdvance, and submitted to the Connecticut State Department of Education (CSDE).
- Records include information on: 1) the number of days a student attended school in each month; 2) the total number of school days in each month; 3) the date of the first LEAP visit; 4) the location of the visit; 5) information on who conducted the visit (e.g. teacher, guidance counselor, etc.); 6) the number of follow-up visits (if any); 7) the location of follow-up visits; and 8) information on who conducted the follow-up visit.
- Using this data, we construct each student's monthly attendance rate as the ratio of the number of days of school attended each month divided by the total number of school days in that month.
- We then merge the student attendance and LEAP participation data described above with student administrative data from the CSDE using each student's unique identification code.
 - The CSDE administrative data includes information on each student's: 1) gender; 2) race and ethnicity; 3) free or reduced-price lunch eligibility status; 4) English language learner status; 5) special education status; and 6) grade-level.

LEAP Participating Districts 2022-23: Characteristics of All Students

District	Share of Students High Need	Prior Academic Performance (SBA_ELA)	Prior Academic Performance (SBA_MATH)	Prior Academic Performance (SAT_ELA)	Prior Academic Performance (SAT_MATH)	Average Attendance 2021-22	Share of Students Chronically Absent 2021-22	Share of students treated	Unduplicated Number of Students Treated
Participated in LEAP									
Bridgeport	0.88	2,420	2,409	377	355	0.90	0.28	0.10	1,773
Capital Region Education Council	0.74	2,452	2,430	400	360	0.90	0.38	0.05	408
Danbury	0.70	2,461	2,448	409	386	0.92	0.24	0.02	264
East Hartford	0.77	2,451	2,427	336	366	0.91	0.27	0.06	392
Hartford	0.88	2,425	2,409	367	350	0.87	0.46	0.17	2,616
Manchester	0.62	2,453	2,437	411	388	0.91	0.36	0.15	897
Meriden	0.83	2,478	2,461	357	363	0.91	0.29	0.01	109
New Britain	0.83	2,403	2,383	407	376	0.88	0.41	0.01	79
New Haven	0.82	2,441	2,414	424	374	0.87	0.58	0.20	3,544
New London	0.91	2,420	2,393	505	475	0.88	0.35	0.06	161
Norwich	0.81	2,429	2,423	300	307	0.91	0.22	0.19	610
Stamford	0.64	2,479	2,467	408	401	0.91	0.24	0.03	488
Torrington	0.70	2,476	2,450	462	416	0.92	0.24	0.05	206
Waterbury	0.85	2,431	2,412	373	330	0.90	0.40	0.03	541
Windham	0.81	2,429	2,418	530	440	0.89	0.46	0.04	114



Number of Students Treated by LEAP Program by Grade and School Year

	Number Treated 2021-22	Percentage Treated	Number Treated 2022-23	Percentage Treated
Overall	8,624	0.034	12,202	0.047
Grade K	448	0.026	1,090	0.063
Grade 1	648	0.037	1,031	0.056
Grade 2	794	0.042	887	0.050
Grade 3	665	0.035	920	0.048
Grade 4	660	0.034	882	0.045
Grade 5	632	0.032	838	0.041
Grade 6	509	0.026	975	0.049
Grade 7	608	0.030	759	0.037
Grade 8	597	0.029	1,010	0.048
Grade 9	1,141	0.046	1,219	0.050
Grade 10	695	0.033	986	0.043
Grade 11	581	0.032	771	0.039
Grade 12	646	0.033	834	0.044

Notes: Table shows the number and percentage of total student population that were treated by the LEAP program in 2021-22 and 2022-23. As the table reveals, there was a relatively large increase in the 2022-23 school year in the number of students treated in early grades.

Summary Statistics

	Treated	St.Dev	Not Treated but in Treated District	St.Dev	T-test (1) - (3)
	(1)	(2)	(3)	(4)	(5)
Attendance Ratio 2020-21	0.687	(0.228)	0.895	(0.143)	88.93
Attendance Ratio 2021-22	0.729	(0.225)	0.885	(0.136)	71.90
Attendance Ratio 2022-23	0.820	(0.191)	0.903	(0.121)	68.57
Female	0.474	(0.499)	0.485	(0.500)	2.39
Black	0.270	(0.444)	0.210	(0.407)	-15.49
Hispanic	0.572	(0.495)	0.547	(0.498)	-5.19
White	0.101	(0.302)	0.167	(0.373)	18.87
Asian	0.024	(0.153)	0.036	(0.185)	6.85
Other	0.034	(0.181)	0.041	(0.198)	3.85
Special Education	0.201	(0.401)	0.181	(0.385)	-5.70
Free or Reduced Price Lunch Eligible	0.804	(0.397)	0.698	(0.459)	-24.64
English Learner	0.255	(0.436)	0.211	(0.408)	-11.34
Prior Academic Performance (SBA_ELA)	2,412	(100.00)	2,446	(109.74)	19.14
Prior Academic Performance (SBA_MATH)	2,391	(90.79)	2,429	(101.58)	22.31
Prior Academic Performance (SAT_ELA)	370	(53.33)	394	(86.87)	1.16
Prior Academic Performance (SAT_MATH)	355	(62.48)	371	(72.67)	0.92
Grade During Treatment (e.g. 8, 9, 10)	6.464	(3.43)	6.423	(3.38)	-1.22

Notes: Treated sample in columns 1 and 2 consists of all students that had a LEAP visit between the summer of 2022 and June of 2023. 85% of all treated students were treated during the 2022-23 school year. Summary statistics in columns 3 and 4 are for all students other than students treated by the LEAP program in the same districts as the LEAP treated students. Column 5 reports *t*-statistics for the null hypothesis that the mean values for treated and non-treated students are the same.

Characteristics of Students Treated by LEAP Program by District

	Capital Region							
	Bridgeport	Education Council	Danbury	East Hartford	Hartford	Manchester	Meriden	New Britain
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Unduplicated number of students visited	1,773	408	264	392	2,616	897	109	79
Total number of visits	4,676	543	381	666	4,812	2,159	410	115
Attendance Rate 2021-22	0.71	0.74	0.76	0.88	0.71	0.87	0.84	0.81
Attendance Rate 2022-23	0.81	0.78	0.84	0.82	0.71	0.90	0.86	0.82
Female	0.46	0.54	0.52	0.43	0.47	0.47	0.47	0.48
Black	0.26	0.36	0.06	0.28	0.27	0.23	0.08	0.14
Hispanic	0.63	0.52	0.68	0.61	0.67	0.42	0.80	0.72
White	0.09	0.05	0.17	0.07	0.03	0.21	0.10	0.09
Asian	0.01	0.02	0.04	0.01	0.01	0.10	0.00	0.00
Other	0.02	0.06	0.04	0.02	0.02	0.03	0.02	0.05
Special Education	0.21	0.26	0.11	0.31	0.24	0.15	0.17	0.19
Free or Reduced Price Lunch Eligible	0.88	0.88	0.53	0.81	0.90	0.61	0.88	0.90
English Learner	0.33	0.15	0.44	0.19	0.31	0.10	0.32	0.24
Prior Academic Performance (SBA_ELA)	2,380	2,400	2,420	2,417	2,397	2,277	2,456	2,394
Prior Academic Performance (SBA_MATH)	2,371	2,383	2,409	2,391	2,369	2,290	2,448	2,372
Prior Academic Performance (SAT_ELA)	350	-	520	338	390	-	-	-
Prior Academic Performance (SAT_MATH)	356	-	470	363	330	-	-	-
Grade During Treatment (e.g. 8, 9, 10)	5.67	5.76	5.41	7.27	7.32	2.53	5.72	8.04

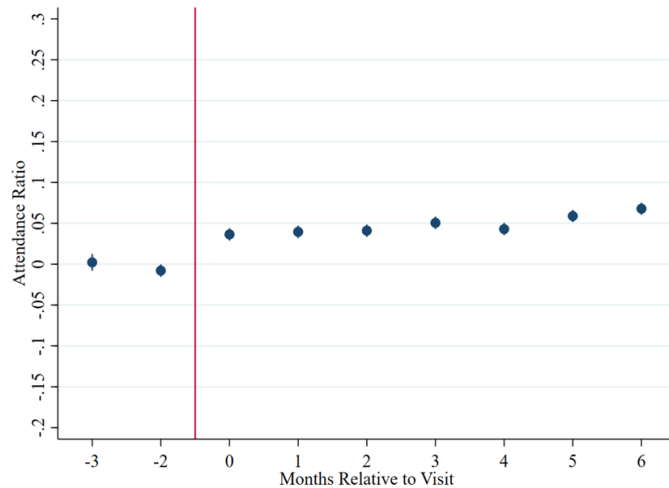


Characteristics of Students Treated by LEAP Program by District Cont.

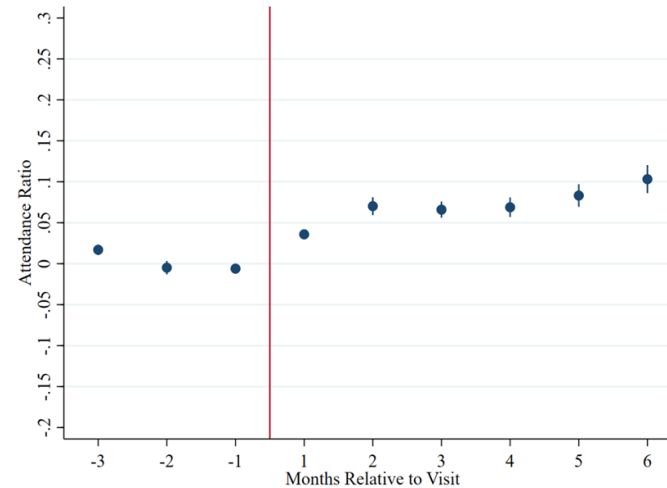
	New Haven	New London	Norwich	Stamford	Torrington	Waterbury	Windham
	(9)	(10)	(11)	(12)	(13)	(14)	(15)
Unduplicated number of students visited	3,544	161	610	488	206	541	114
Total number of visits	5,060	189	973	2,368	406	1,041	208
Attendance Rate 2021-22	0.721	0.768	0.889	0.617	0.872	0.798	0.649
Attendance Rate 2022-23	0.890	0.866	0.893	0.755	0.879	0.749	0.862
Female	0.495	0.435	0.472	0.441	0.451	0.409	0.535
Black	0.352	0.161	0.190	0.164	0.029	0.272	0.018
Hispanic	0.486	0.590	0.369	0.709	0.641	0.612	0.868
White	0.104	0.087	0.284	0.088	0.311	0.070	0.096
Asian	0.026	0.012	0.052	0.014	0.000	0.004	0.000
Other	0.030	0.137	0.103	0.023	0.019	0.039	0.000
Special Education	0.159	0.193	0.189	0.217	0.228	0.281	0.149
Free or Reduced Price Lunch Eligible	0.759	0.957	0.752	0.703	0.704	0.891	0.842
English Learner	0.198	0.373	0.234	0.355	0.282	0.177	0.675
Prior Academic Performance (SBA_ELA)	2,432	2,437	2,398	2,430	2,441	2,411	2,405
Prior Academic Performance (SBA_MATH)	2,403	2,400	2,405	2,403	2,434	2,390	2,386
Prior Academic Performance (SAT_ELA)	-	-	-	350	-	360	-
Prior Academic Performance (SAT_MATH)	-	-	-	390	-	350	-
Grade During Treatment (e.g. 8, 9, 10)	6.745	6.333	4.359	7.670	7.624	9.503	4.625

Event Study Estimates of Impact of LEAP on Student Attendance Ratios: Students Treated During Summer 2022 & 2022-23 School Year

LEAP Treatment Summer 2022



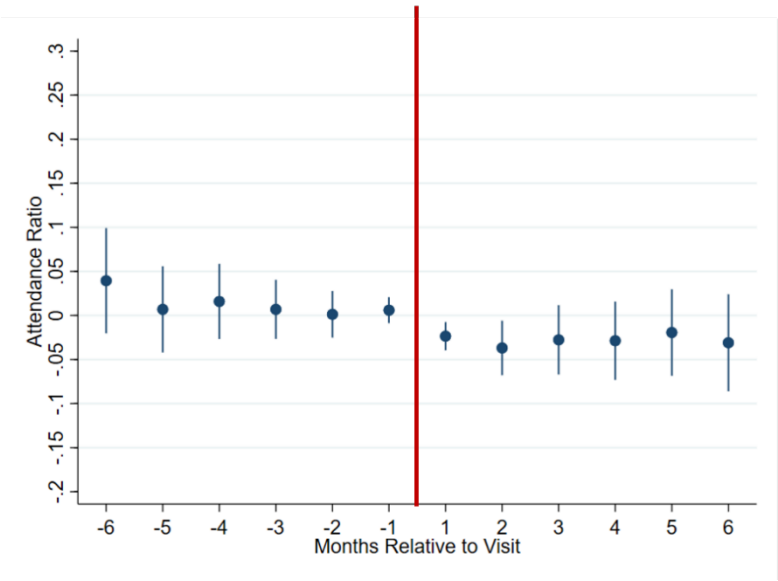
LEAP Treatment 2022-23 SY



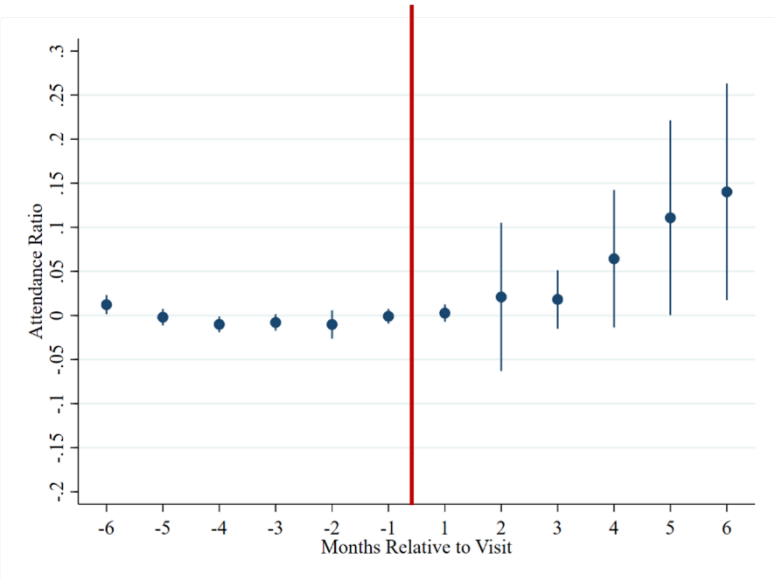
- Vertical axis shows changes in the average student attendance ratio for students treated by the LEAP program relative to students not yet treated by the LEAP program. Horizontal axis shows months relative to treatment with -3 indicating 3 months or more prior to treatment and 6 indicating 6 months or more after treatment. Red vertical line indicates month prior to treatment. Vertical bars on individual point estimates are the associated 90 percent confidence intervals for each estimate.
- The lefthand side figure shows impact of LEAP program for students treated during the Summer of 2022. The righthand side figure shows the impact of LEAP program for students treated during the 2022-23 school year.
- In the righthand side figure, approximately 6 months after students were treated by the LEAP program, attendance increased by approximately 10 percentage points relative to students that were not yet treated but would be treated in the future (i.e. other chronically absent students).

Event Study LEAP Treatment Estimates 2021-22 & 2022-23 SY: New Haven Public Schools

NHPS 2021-22



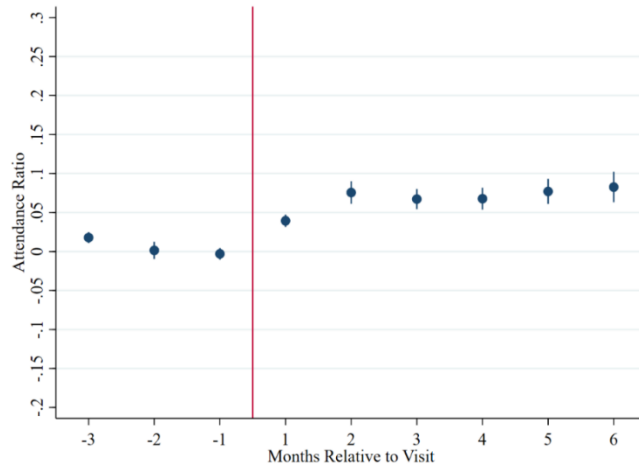
NHPS 2022-23



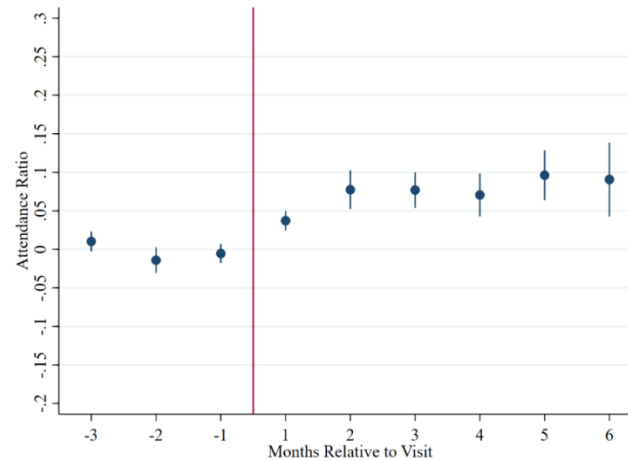
- Vertical axis shows changes in the average student attendance ratio for students treated by the LEAP program relative to students not yet treated by the LEAP program. Horizontal axis shows months relative to treatment with -3 indicating 3 months or more prior to treatment and 6 indicating 6 months or more after treatment. Red vertical line indicates month prior to treatment. Vertical bars on individual point estimates are the associated 90 percent confidence intervals for each estimate.
- The LEAP program as implemented by New Haven Public Schools (NHPS) was significantly more successful during the 2022-23 school year than in the 2021-22 year. For students treated during the 2022-23 school year, attendance rates were approximately 15 percentage points higher 6 months after LEAP treatment.

Event Study Estimates of Impact of LEAP on Student Attendance Ratios by Grade Level

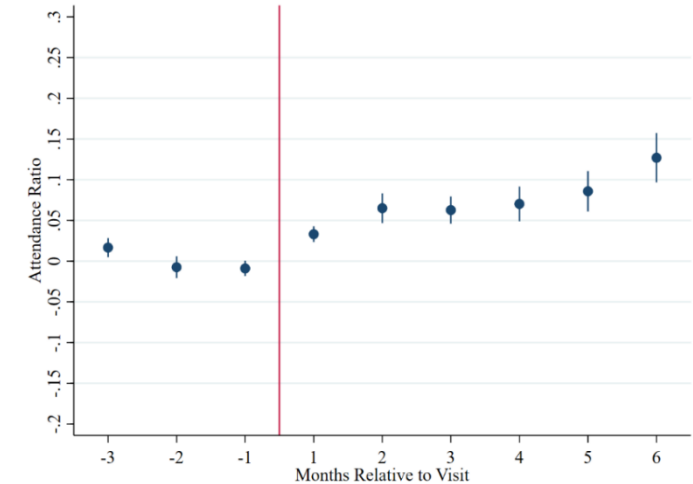
Grades K - 5



Grades 6 - 8



Grades 9 - 12



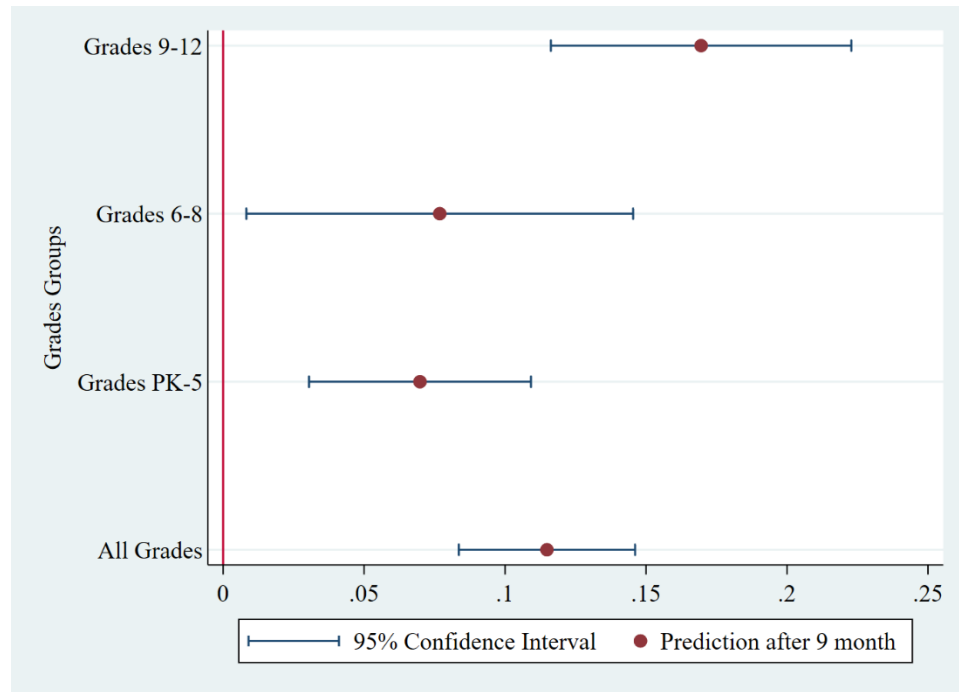
- Each figure presents separate event study estimates for the grades listed in the title.
- Vertical axis shows changes in the average student attendance ratio for students treated by the LEAP program relative to students not yet treated by the LEAP program. Horizontal axis shows months relative to treatment with -3 indicating 3 months or more prior to treatment and 6 indicating 6 months or more after treatment. Red vertical line indicates month prior to treatment. Vertical bars on individual point estimates are the associated 90 percent confidence intervals for each estimate.
- Impact of LEAP program is largest for students in grades 9-12 with attendance rates rising by nearly 15 percentage points 6 months after the first LEAP visit compared to an increase of approximately 10 percentage points for students in grades K-5 or 6-8.

Difference-in-Differences Estimates of LEAP Program Six Months After Treatment: Separate Estimates by School District

District	Unduplicated Number of Students Treated	Share of students treated	Average Treatment Effect
Participated in LEAP			
Bridgeport	1,773	0.10	0.094
Capital Region Education Council	408	0.05	0.230
Danbury	264	0.02	..
East Hartford	392	0.06	0.145
Hartford	2,616	0.17	0.160
Manchester	897	0.15	0.086
Meriden	109	0.01	..
New Britain	79	0.01	..
New Haven	3,544	0.20	0.140
New London	161	0.06	..
Norwich	610	0.19	0.032
Stamford	488	0.03	0.070
Torrington	206	0.05	0.037
Waterbury	541	0.03	0.069
Windham	114	0.04	..

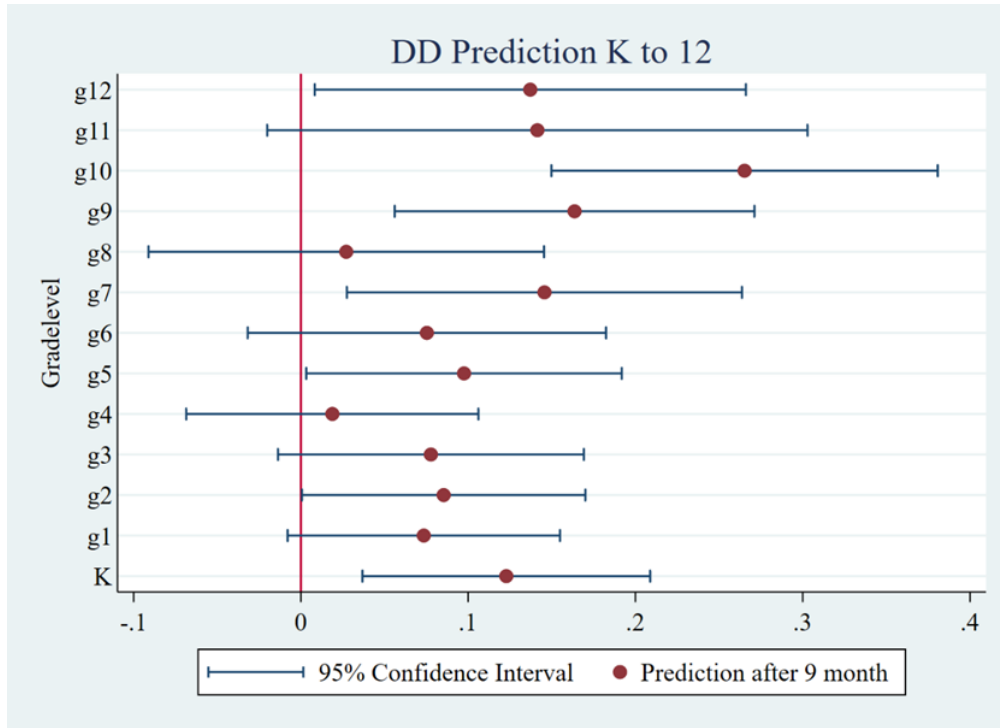
- First two columns of table show number and share of students treated by the LEAP program by school district during the 2022-23 school year. Third column shows the impact of being treated by the LEAP program on student attendance ratio (share of school days attended) six months after treatment by individual school district. Estimates are from separate difference-in-differences specifications. Districts with missing treatment effects estimates are districts where there were too few treated students to reliably estimate treatment effects.
- Estimates should be treated with caution since small sample sizes imply that estimates generally have large confidence intervals.

Difference-in-Differences Estimates of LEAP Program Nine Months After Treatment: Separate Estimates by Grade Level Group



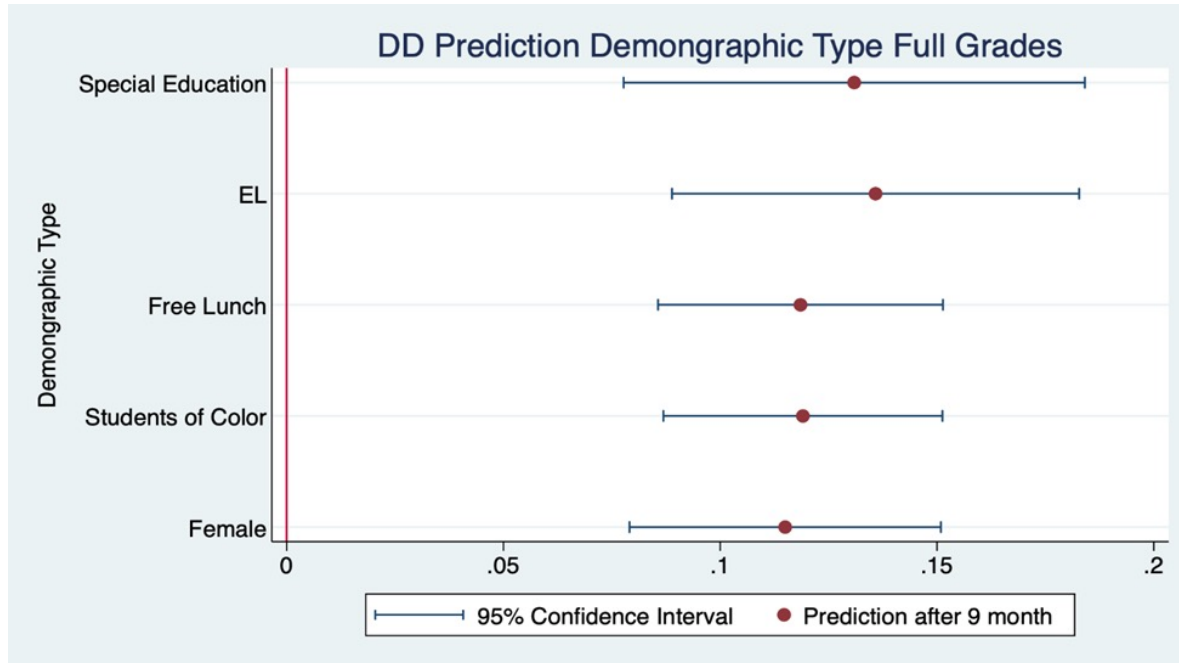
- Figure shows impact of being treated by the LEAP program on student attendance ratio (share of school days attended) nine months after treatment by grade level. Horizontal axis shows changes in the average student attendance ratio for students treated by the LEAP program relative to students not yet treated by the LEAP program. Estimates are from four separate difference-in-differences specifications.
- The LEAP program appears to have a larger impact on attendance rates among students in grades 9-12 with attendance increasing by more than 15 percentage points nine months after treatment compared to elementary and middle school grades where attendance increased by slightly less than 10 percentage points nine months after treatment.

Difference-in-Differences Estimates of LEAP Program Nine Months After Treatment: Separate Estimates by Individual Grade Level



- Figure shows impact of being treated by the LEAP program on student attendance ratio (share of school days attended) nine months after treatment by grade level. Horizontal axis shows changes in the average student attendance ratio for students treated by the LEAP program relative to students not yet treated by the LEAP program. Estimates are from separate difference-in-differences specifications.
- Once again, the impact of the LEAP program is the highest on average in grades 9-12.

Difference-in-Differences Estimates of LEAP Program Nine Months After Treatment: Separate Estimates by Student Characteristics



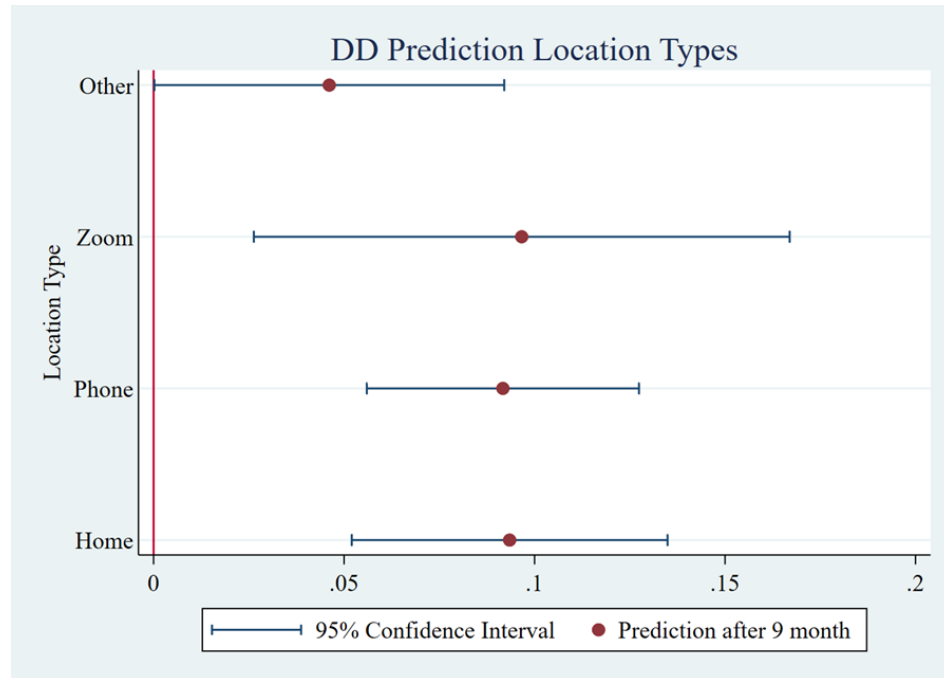
- Figure shows impact of being treated by the LEAP program on student attendance ratio nine months after treatment by student characteristics. Horizontal axis shows changes in the average student attendance ratio for students treated by the LEAP program relative to students not yet treated by the LEAP program. Vertical bars are 95% confidence intervals for the point estimates which are shown as red dots.
- Impact of participating in the LEAP program was similar across all demographic subgroups, namely: 1) gender; 2) race and ethnicity; 3) free or reduced-price lunch eligibility status; 4) English Learner/Multilingual Learner; and 5) special education status.
- EL = English Learner/Multilingual Learner.

Type of LEAP Visit by District

	First Visit					Follow Up Visits				
	Home	Phone	Zoom	School	Other	Home	Phone	Zoom	School	Other
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
<i>Overall</i>	0.46	0.39	0.03	0.00	0.12	0.42	0.44	0.04	0.00	0.09
<i>By District</i>										
Bridgeport	0.42	0.30	0.04	0.00	0.25	0.29	0.56	0.04	0.00	0.11
Capital Region Education Council	0.75	0.03	0.11	0.00	0.11	0.64	0.06	0.15	0.00	0.15
Danbury	0.12	0.32	0.01	0.00	0.55	0.11	0.45	0.01	0.00	0.43
East Hartford	0.61	0.08	0.02	0.00	0.30	0.65	0.09	0.02	0.00	0.24
Hartford	0.93	0.00	0.04	0.00	0.03	0.93	0.00	0.04	0.00	0.02
Manchester	0.06	0.88	0.00	0.00	0.06	0.14	0.82	0.01	0.00	0.03
Meriden	0.45	0.38	0.02	0.00	0.15	0.38	0.42	0.02	0.00	0.18
New Britain	0.73	0.10	0.10	0.00	0.08	0.55	0.32	0.08	0.00	0.05
New Haven	0.21	0.78	0.01	0.00	0.00	0.25	0.73	0.01	0.00	0.00
New London	0.74	0.01	0.01	0.00	0.24	0.73	0.01	0.01	0.00	0.24
Norwich	0.47	0.09	0.03	0.00	0.41	0.52	0.09	0.04	0.00	0.36
Stamford	0.70	0.04	0.08	0.00	0.17	0.34	0.56	0.08	0.01	0.01
Torrington	0.28	0.06	0.12	0.00	0.54	0.33	0.05	0.17	0.00	0.44
Waterbury	0.22	0.45	0.13	0.00	0.21	0.15	0.42	0.13	0.00	0.30
Windham	0.55	0.34	0.00	0.00	0.11	0.47	0.41	0.00	0.00	0.11

Notes: Table shows the share of LEAP visits by the location of the LEAP visit, both overall and by individual LEAP district. Columns 1 - 4 present shares for the first LEAP visit while columns 5 - 8 provide shares for any follow-up visits. For Hartford Public Schools, the “Other” category refers to a neutral location. For all other districts, the “Other” category is unknown.

Difference-in-Differences Estimates of LEAP Program Nine Months After Treatment: Separate Estimates by Location of LEAP Visit



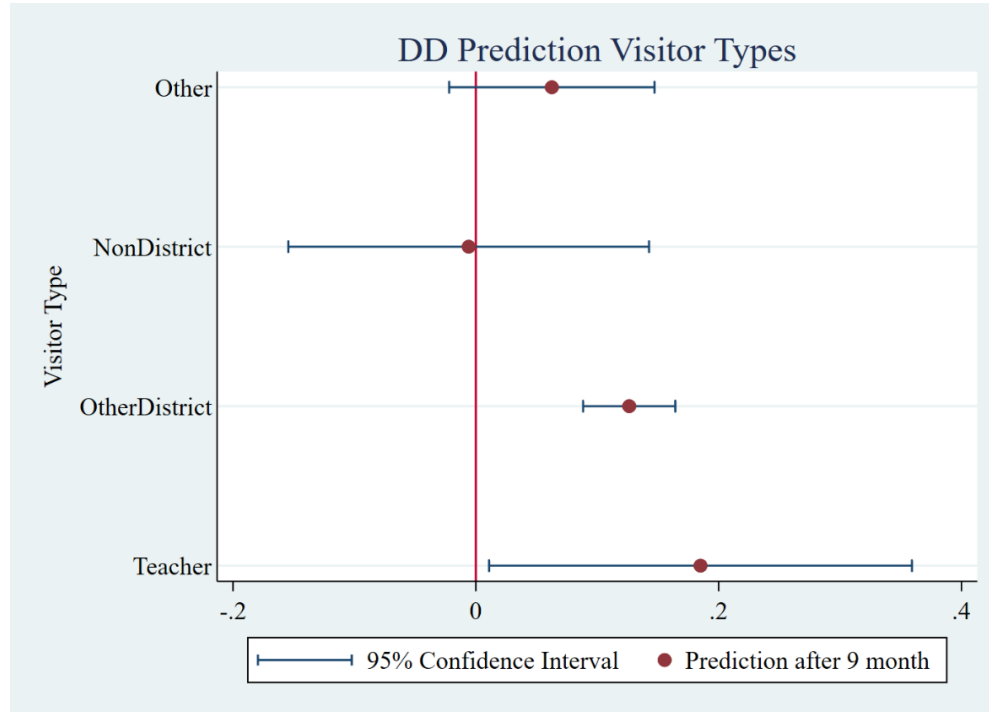
- Figure shows impact of being treated by the LEAP program on student attendance ratio nine months after treatment by location of visit. Horizontal axis shows changes in the average student attendance ratio for students treated by the LEAP program relative to students not yet treated by the LEAP program. Vertical bars are 95% confidence intervals for the point estimates which are shown as red dots.
- For LEAP visits that took place at home, or by phone or zoom, the impact of participating in the LEAP program was similar, with attendance rates increasing by approximately 10 percentage points 9 months after the first LEAP visit. LEAP visits that took place at “Other” locations were slightly less effective with attendance rates increasing by 5 percentage points 9 months after the first visit.
- These results differ slightly from the first year the LEAP program was implemented when LEAP visits that occurred at a student’s home were the most effective. Understanding why this occurred is the subject of ongoing work.

LEAP Visits by Personnel Type

	First Visit				Follow Up Visits			
	Teacher	Other District Employee	Non-District Employee	Other	Teacher	Other District Employee	Non-District Employee	Other
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
<i>Overall</i>	0.08	0.65	0.03	0.24	0.09	0.66	0.02	0.23
<i>By District</i>								
Bridgeport	0.37	0.61	0.00	0.02	0.39	0.60	0.00	0.02
Capital Region Education Council	0.00	1.00	0.00	0.00	0.00	1.00	0.00	0.00
Danbury	0.00	0.98	0.02	0.01	0.00	0.98	0.02	0.00
East Hartford	0.20	0.78	0.02	0.00	0.21	0.78	0.01	0.00
Hartford	0.02	0.98	0.00	0.00	0.03	0.97	0.00	0.00
Manchester	0.00	1.00	0.00	0.00	0.00	1.00	0.00	0.00
Meriden	0.70	0.28	0.03	0.00	0.73	0.28	0.00	0.00
New Britain	0.25	0.75	0.00	0.00	0.25	0.75	0.00	0.00
New Haven	0.00	0.30	0.00	0.70	0.00	0.34	0.00	0.66
New London	0.07	0.70	0.00	0.23	0.07	0.70	0.00	0.23
Norwich	0.56	0.42	0.02	0.00	0.62	0.36	0.02	0.00
Stamford	0.00	0.03	0.95	0.01	0.00	0.13	0.86	0.01
Torrington	0.47	0.53	0.01	0.00	0.47	0.53	0.00	0.00
Waterbury	0.50	0.48	0.00	0.02	0.54	0.45	0.00	0.01
Windham	0.80	0.20	0.00	0.00	0.80	0.20	0.00	0.00

Notes : Table presents the share of LEAP visits conducted by type of personnel, both overall and by individual LEAP district. Columns 1 - 4 present shares for the first LEAP visit while columns 5 - 8 provide shares for any follow-up visits.

Difference-in-Differences Estimates of LEAP Program Nine Months After Treatment: Separate Estimates by Personnel Type



- Figure shows impact of being treated by the LEAP program on student attendance ratio nine months after treatment by who conducted the visit. Horizontal axis shows changes in the average student attendance ratio for students treated by the LEAP program relative to students not yet treated by the LEAP program.
- Impact of LEAP program appears largest when the personnel used to conduct the visits is either a teacher or some other district employee, with attendance increasing by close to 20 percentage points nine months after a LEAP visit when a teacher conducts the visit and by approximately 16 percentage points when other district employees conduct the visit.

Conclusion

This study evaluates the effectiveness of 2nd year of the LEAP intervention, that occurred during the summer of 2022 and the 2022-23 school year on post-intervention school attendance rates.

Key Takeaways

- Conducting LEAP visits during the school year appears to be more effective than conducting the visits over the summer.
 - For students treated during the 2022-23 school year, attendance increased by approximately 10 percentage points six months after the first LEAP visit.
 - For students treated during the summer of 2022, attendance increased by approximately 5 percentage points.
- Relative to the 2021-22 school year, the effectiveness of the LEAP program as implemented by New Haven Public Schools (NHPS) improved substantially during the 2022-23 school year.
 - While the LEAP program in NHPS had little to no impact on attendance rates during the 2021-22 school year, for students treated during the 2022-23 school year, attendance increased by approximately a 15 percentage six months after the first LEAP visit.
- While the LEAP program led to sustained increases in attendance for students in all grades, the impact of the LEAP program was largest for students in grades 9-12.
 - Among students treated by the LEAP program in grades 9-12, attendance increased by approximately 15 percentage points nine months after treatment. In contrast students in grades K-5 and 6-8 that were treated by the LEAP program experienced slightly less than a 10 percentage points in attendance nine months after treatment.
- The impact of the LEAP program was broad based across student characteristics.
 - Impact of participating in the LEAP program was similar by: 1) gender; 2) race and ethnicity; 3) free or reduced-price lunch eligibility status; 4) English Learner/Multilingual Learner status; and 5) special education status.
- LEAP visits conducted by teachers or other district personnel appear to be more effective than visits conducted by non-district personal and other types of individuals.