

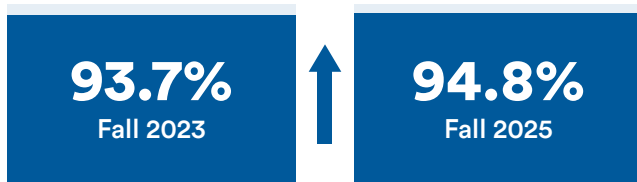
# TalkingPoints & Baltimore County Public Schools

RESEARCH SUMMARY | APRIL 2026

**Background:** Baltimore County Public Schools (BCPS) started using TalkingPoints in November 2023, with steady, district-wide implementation starting Fall 2024. At the request of the district, the TalkingPoints research team conducted correlational analyses across all 178 traditional K-12 schools to explore relationships between platform usage and school-level outcomes in attendance, chronic absenteeism, and suspensions.

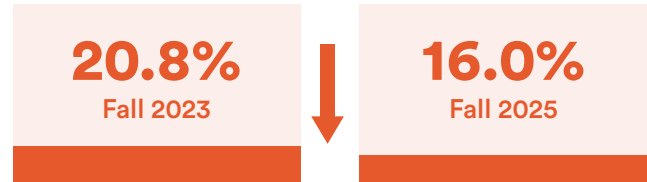
## BCPS Outcomes Improved from Fall 2023 to Fall 2025

### Attendance Rate



+1.1 percentage points\*

### Chronic Absenteeism Rate



-4.8 percentage points\*

\*Statistically significant improvement

Suspension improvement rates (1.65 → 1.67) were not statistically significant.

## Early indicators showed significant relationships between more frequent TalkingPoints usage and improvement in student outcomes.

More frequent use of TalkingPoints was related to improvements in student outcomes from 2023-24 to 2024-25. Schools showed greater gains in attendance and larger reductions in chronic absenteeism when:

- Families sent or received more messages overall, and
- Early engagement with families (in the first six weeks of school) was stronger

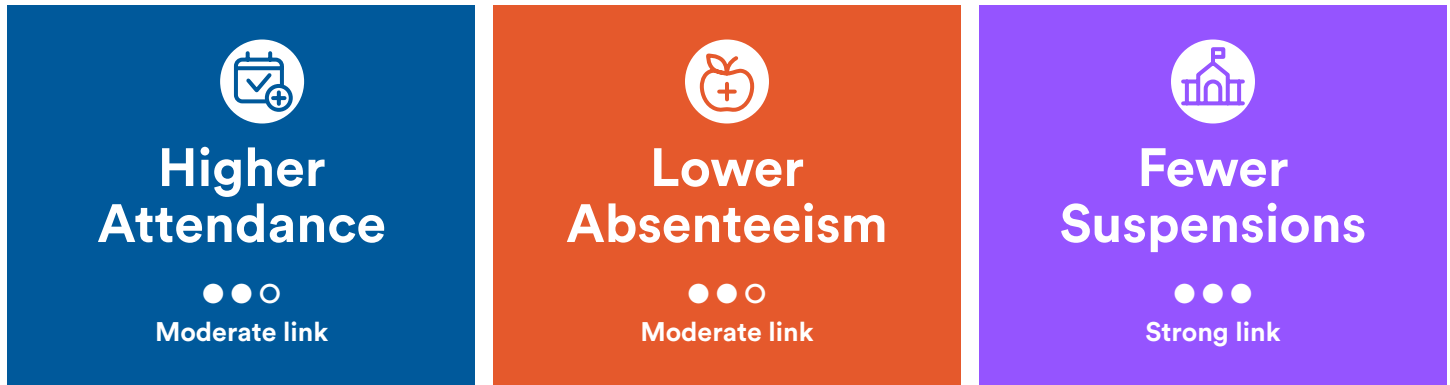
**How to read the tables below:** The dots show how strongly TalkingPoints usage was associated with changes in each outcome. More dots = stronger association. All associations marked with dots were statistically significant. Effects were strongest for elementary and middle schools.

- ○ ○ Small (but still significant) link
- ● ○ Moderate link
- ● ● Strong link

USAGE METRIC	Link to Increased Attendance	Link to Reduced Absenteeism
Family messages per student	● ○ ○	● ● ○
Educator messages per student	● ● ○	● ● ○
% families contacted by educator (first 6 weeks)	● ● ●	● ● ○
% families who messaged back (first 6 weeks)	● ● ○	● ● ○

## Two-way communication on TalkingPoints was associated with better attendance and behavior outcomes during district-wide rollout.

Two-way communication was associated with better outcomes on all three measures in the 2024-2025 school year. **Schools with better message balance**, where educator and family messages were more evenly exchanged, also had **higher attendance rates**, **lower chronic absenteeism rates**, and **fewer suspensions**. All associations were statistically significant.



*Steady district-wide implementation in BCPS began Fall 2024. These associations may reflect early indicators of effective TalkingPoints usage supporting stronger school-family partnerships and, in turn, better student attendance and behavioral outcomes.*

### What This Means: Recommendations for Schools

#### 1 Start early.

Reaching out in the first six weeks showed the strongest link with attendance gains. Connecting with families before absence patterns form makes a measurable difference.

#### 2 Prioritize two-way dialogue.

Schools with the best outcomes maintained balanced conversations — not just one-way notifications. Encourage families to respond and share.

#### 3 Consistency matters.

Effects were most pronounced when usage was sustained across marking periods, particularly in elementary and middle schools.

### A NOTE ON INTERPRETATION

These findings reflect associations rather than causal conclusions. Schools that use TalkingPoints more frequently may differ in other ways, such as demographics, prior trends, or other initiatives, that were not accounted for in these analyses. Overall, the results offer promising early evidence of favorable associations and point to areas that merit further exploration.