



Addressing Chronic Absenteeism

November 30, 2022

Gemma Joseph Lumpkin
Chief, Youth, Family and Community Engagement





Core Values

We believe...

- 1 Equitable opportunities** create the foundation necessary for every child to succeed
- 2 A culture of continuous improvement** will ensure that all staff are learners and reflective practitioners
- 3 High expectations** and standards are necessary to prepare students for college and career
- 4 Collaboration** and partnerships with families and the New Haven community will enhance learning and achievement



Mission

To provide all students in New Haven Public Schools with personalized, authentic, and engaging learning experiences through creativity, exploration, innovation, critical thinking, problem-solving, and high quality instruction. To foster a culture of continuous improvement through collaborative partnerships with staff, families, and the New Haven community. To support students' growth and development by utilizing the Whole Child Framework.

Vision

Our vision is to be a premier urban school district that ensures access to equitable opportunities and successful outcomes for all students as they prepare for college, career, and life.

Priority Areas for 2020-2024

- | | |
|--|--------------------------------|
| 1 Academic Learning | 2 Culture & Climate |
| 3 Youth & Family Engagement | 4 Talented Educators |
| 5 Operational Efficiencies | |

SY 2020-2024
STRATEGIC PLAN

Overarching Goals 2020-2024

Goal
3

Development of the Whole Child

If we create positive school communities that focus on the needs of all stakeholders, then we will assure that the learning needs, social-emotional wellness, and physical wellness of the whole child are met.

By 2024 the number of students who are Chronically Absent from school will decrease to 10%.

By 2024 80% of PreK-8 students with 80+ school attendance (uninterrupted learning) will meet or exceed Social Emotional Learning grade level benchmarks.

By 2024 60% of Grades 4, 6, 8 and high school students will meet age-appropriate Physical Fitness benchmarks.



SY 2020-2024

STRATEGIC PLAN

Youth, Family and Community Engagement Priority Area Overview # 3.4

3.4 Attendance and Chronic Absenteeism: Increase the number of students arriving to school on-time, every day, and ready to learn.

- ✓ Utilize feedback from student and family survey data to increase school connection.
- ✓ Engage new families in co-developing culturally responsive and welcoming school practices among staff and families.
- ✓ Implement best practices to increase attendance such as home visits, canvases, school informational neighborhood meetings, etc.
- ✓ Conduct root cause analysis of absenteeism trends to determine targeted areas of support and focus.



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ATTENDANCE SUPPORT TOOLKIT

The goal of this toolkit is to ensure that the students and their families who are at risk of being chronically absent, has been contacted and engage.



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WHAT'S INSIDE

Where we were, where we are, and where we are going

What the DATA Tells Us

Technology Needs

Student data

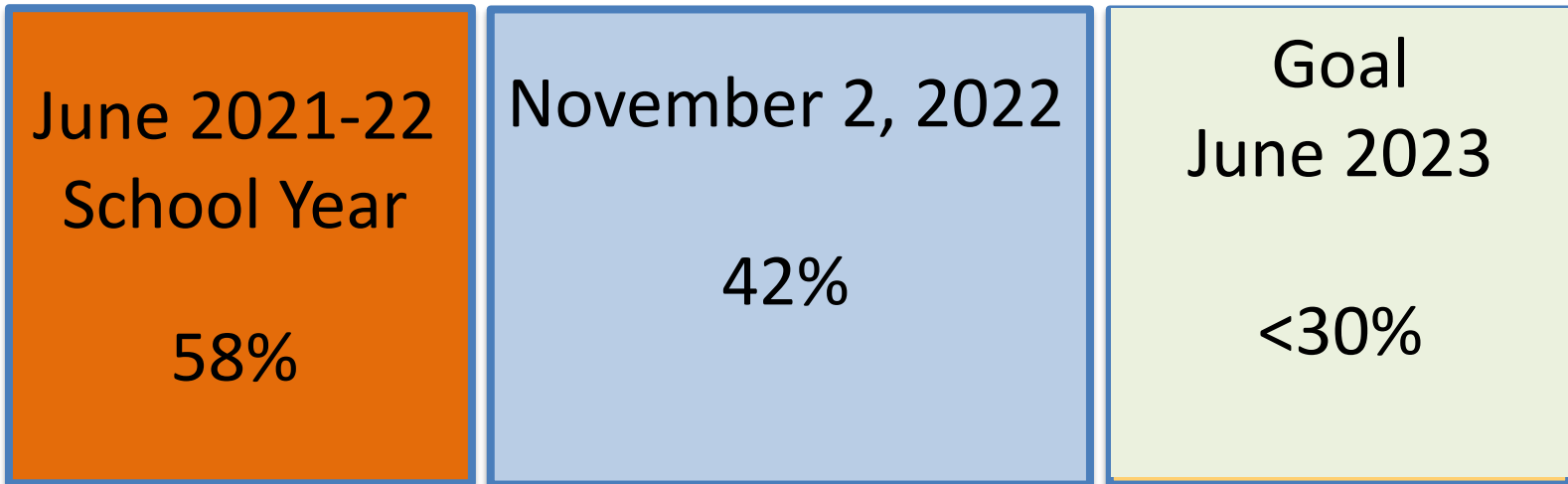
Chronic absenteeism rate by school
Chronic Absenteeism Levels

Attendance Reporting

Support Team Infrastructure



Where we **WERE** - Where we **ARE** - Where we are **GOING**



Guiding Principles

----- Schools are Preventative and Promotive

(Comer, Joyner et al., 2004)

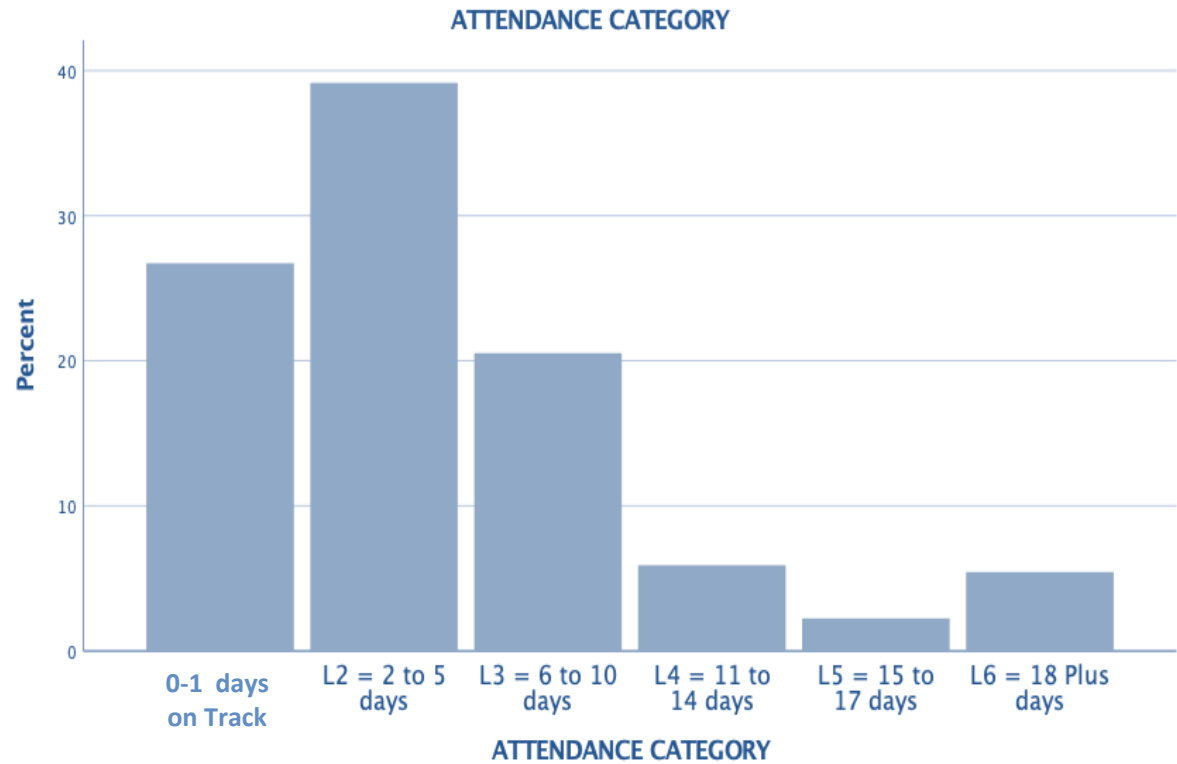
- Lessons from the all encompassing Comer Process links to the Whole Child Model and can provide guidance to our work promoting family, school and community connections.

Relationships Matters!



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Educators are central points of contact for building relationships with families to improve student attendance and engagement

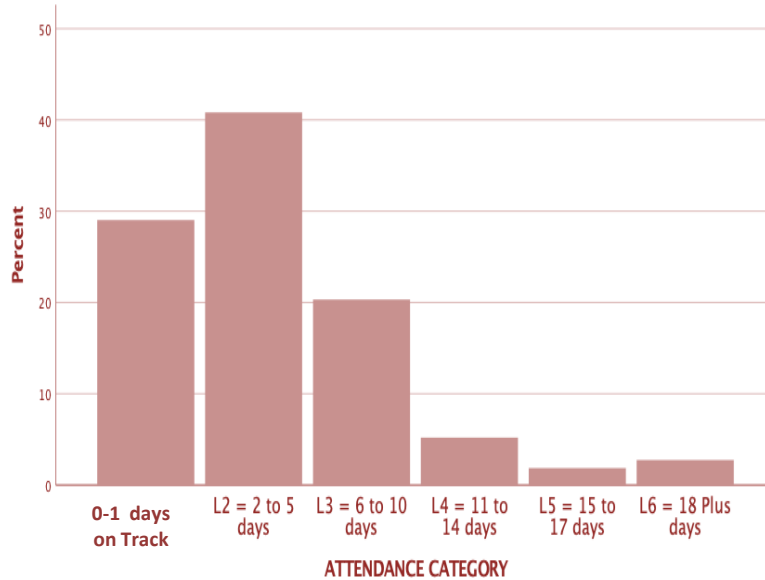


ATTENDANCE CATEGORY		
	Frequency	Percent
L1 = on Track	4725	26.7
L2 = 2 to 5 days	6924	39.2
L3 = 6 to 10 days	3629	20.5
L4 = 11 to 14 days	1044	5.9
L5 = 15 to 17 days	396	2.2
L6 = 18 Plus days	961	5.4
Total	17679	100.0



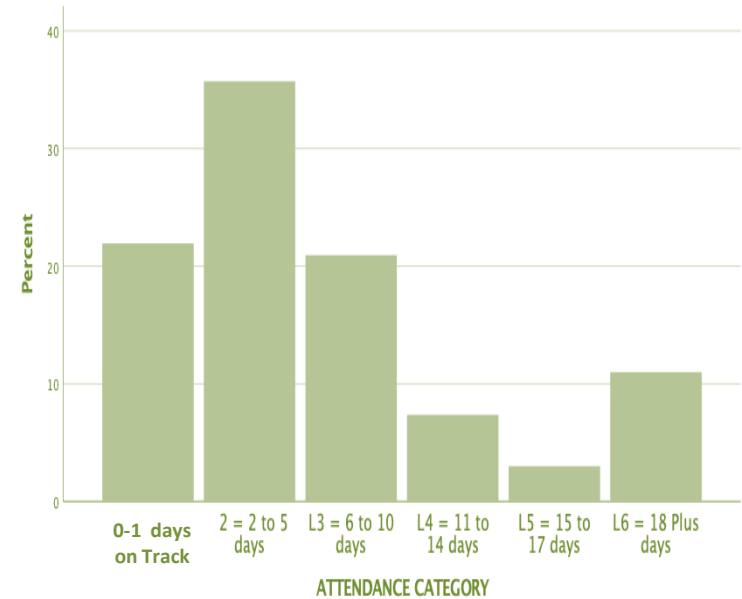
ATTENDANCE CATEGORY

SCHOOL GRADE RANGE: ELEMENTARY K-8



ATTENDANCE CATEGORY

SCHOOL GRADE RANGE: HIGH SCHOOL 9-12



SCHOOL GRADE RANGE	Category	Frequency	Percent	SCHOOL GRADE RANGE	Category	Frequency	Percent
ELEMENTARY K-8	L1 = on Track	3463	29.0	HIGH SCHOOL 9-12	L1 = on Track	1262	21.9
	L2 = 2 to 5 days	4870	40.8		L2 = 2 to 5 days	2054	35.7
	L3 = 6 to 10 days	2425	20.3		L3 = 6 to 10 days	1204	20.9
	L4 = 11 to 14 days	620	5.2		L4 = 11 to 14 days	424	7.4
	L5 = 15 to 17 days	223	1.9		L5 = 15 to 17 days	173	3.0
	L6 = 18 Plus days	328	2.7		L6 = 18 Plus days	633	11.0
	Total	11929	100.0		Total	5750	100.0

ACTION PLAN - Overview



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ATTENDANCE SUPPORT TOOLKIT DRAFT

The goal of this toolkit is to ensure that the students and their families who are at risk of being chronically absent, has been contacted and engage.



Click the link below to see a video on how to access information of students on Power Schools



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Days Out	Attendance Level	Recommended Intervention	Potential Script
2-5	Alert	<ul style="list-style-type: none"> Teachers will make a phone call to home to check in 	Hello parent, we noticed that (student name) was out of school for (mention days). We are calling to check in and see if everything is "ok," and if you have any needs to get the student back to school.
6-10	Moderate	<ul style="list-style-type: none"> Phone call with script <u>Assign success mentor</u> <u>Implement success plan</u> with school based staff, student and families <u>LEAP home visits</u> 	Hello parent, your child (student name) has missed 6-10 days of school. We want to make sure all is "ok," as this can now impact your child's academic success. We want to make a success plan and we would like your feedback on how to assist your child.
11-14	Serious	<ul style="list-style-type: none"> Phone call <u>NHPS/Governor's Partnership Mentor referral</u> <u>Letter from Superintendent</u> 	Hello parent, your child (student name) has missed 11-14 days of school. We are recommending a community-based mentor for your student to support them both in and out of school. Is there anything else you would need to support your child to come back to school?
15-17	Severe	<ul style="list-style-type: none"> Letter of attendance <u>Referral to Youth Connect</u> Referral to school and community based supports and home visits 	
18+	Extreme	<ul style="list-style-type: none"> Home visits Intense review for intra-agency community response 	

ACTION PLAN DETAIL



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Action steps:

- ❖ Verify student attendance
- ❖ Certified and non-certified staff contact family/meet with student
- ❖ Referral for additional supports, if necessary

Accountability Monitoring:

- Contact with family/meeting with student is documented
- Reasons for absence are documented
- Attendance status of identified students is monitored
- Determine if to accelerate student to additional supports:
- Status of referral is monitored



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6-10	Moderate	<ul style="list-style-type: none"> • Phone call with script • <u>Assign success mentor</u> • <u>Implement success plan with school based staff, student and families</u> • <u>LEAP home visits</u> 	Hello parent, your child (student name) has missed 6-10 days of school. We want to make sure all is "ok," as this can now impact your child's academic success. We want to make a success plan and we would like your feedback on how to assist your child.


Action steps:

Activate Learner Engagement Attendance Program (LEAP) funded by CSDE

- ❖ Verify Student Attendance
- ❖ School-based Attendance Teams focus on these students
 - Virtual and In-Person Home visiting implemented
 - Drop-out Prevention Specialists
 - Three-Teachers at each school are identified, trained and provided after-hours compensation to support
 - Parent Liaisons are trained and participate in virtual home parent visits during school day
- ❖ Success mentors are identified to conduct check-ins with students during the school day
 - Updates are documented in PowerSchools
- ❖ Restorative Conferences/Restorative Circles

Accountability Monitoring :

- ❖ Home visits are monitored in Power School and reported to LEAP system
 - Contact with family/meeting with student is documented
 - Reasons for absence are documented
 - Attendance status of identified students is documented and monitored
- ❖ Student Success Plan updates are monitored in power school



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11-14	Serious	<ul style="list-style-type: none"> • Phone call • <u>NHPS/Governor’s Partnership Mentor referral</u> • <u>Letter from Superintendent</u> • <u>Referral to Youth Connect-Attendance</u> 	<p>Hello parent, your child (student name) has missed 11-14 days of school. We are recommending a community-based mentor for your student to support them both in and out of school. Is there anything else you would need to support your child to come back to school?</p>



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Action steps:

- ❖ Parent Link – Phone Call
- ❖ Student attendance is verified
- ❖ Student/ needs are assessed for appropriate referral
 - Referral is made to NHPS-Governor’s Partnership Mentoring Portal
 - Referral for Restorative Conferencing/Ciircles
 - Referral is made to YouthConnect-Community Partnerships Council
 - Referral is made to School Community Care Coordinators

Accountability Monitoring :

- Reasons for absences are documented
- Updates from Referral to NHPS-Governor’s Partnership mentoring is monitored
- Updates from YouthConnect-Community Partnerships Council is provided bi-weekly
- Updates from Referral to School Community Care Coordinators are monitored at bi-weekly meetings



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Action steps:

- ❖ Parent Link – Phone Call
- ❖ Student attendance is verified
- ❖ Student/ needs are assessed for appropriate referral
 - Referral is made to YouthConnect-Attendance Community Partnerships Council
 - Restorative Mentoring/Conferences/Circles

Accountability Monitoring :

- Reasons for absences are documented
- Updates from YouthConnect-Community Partnerships Council is provided bi-weekly
- Student attendance is monitored



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Action steps:

- ❖ Parent Link – Phone Call
- ❖ Student attendance is verified
- ❖ Referral is made to Three Drop-out Prevention Workers (2 high schools; 1 for K-8)
- ❖ Student/ needs are assessed for appropriate referral
 - Youth Connect Attendance Council
 - Probation
 - DCF
 - CT –VIP/Street Outreach workers

Accountability Monitoring :

- Reasons for absences are documented
- Updates from partners are provided bi-weekly
- Student attendance is monitored



Current Community Partners which could be tapped for Youth Connect Attendance Supports

ARTE Inc.	After school program will provide students with activities from arts and crafts, cultural dance, sports and physical fitness, language arts and games that encourage active thinking.
Arts for Learning	Provide programs based on AFLCT' s pedagogy which focuses on Social and Emotional Learning and Culturally Responsive Teaching.
Arts in CT	Provide enrichment activities; arts and crafts courses, african dance courses, martial arts classes in efforts to enhance cultural awareness and child development.
Alliance Children's Theater Inc.	After school programming to provide students the opportunity to develop leadership skills, social emotional learning skills, academic instruction, language acquisition and collaboration among peers and staff through theater concepts.
Clifford Beers	Support students to participate in pro-social activities achieve three goals: 1) nurture and educate youth; 2) promote positive development; and 3) strengthen family community engagement.
Eli Whitney Museum	Support and challenge students to imagine and create projects which promote and stimulate creativity and problem-solving opportunities by using STEM activities.
Kids Kraze	Engage participants in a variety of activities to promote healthy learning in a safe environment.
Kiyama	Mentoring program for high school students which will attend life skills groups, leadership forums, community events and other activities as well as attend trainings which will enable them to engage and serve as mentors for NHPS students in lower grades.
Little Scientists	Engage students in improving scientific, literacy, mathematic, critical thinking and problem-solving skills.
mActivity	After school program will provide students under McKinney Vento and at risk of homelessness with the skills and opportunities necessary to become more mindful of their health and self sufficient in their wellness.



Current Community Partners which could be tapped for Youth Connect Attendance Supports

New Haven Reads	Support students in 1st to 12th grade providing individualized tutoring services focusing on one-on-one literacy. NH Reads aims to work with students who are below grade level reading.
NH Pride Center LGBTQ	Support students in the LGBTQ community experiencing homelessness with weekly programs and continue to produce other youth-oriented programming.
Prince Hall Oriental Lodge #6	Provide mentoring for males in grades 5–9, students will participate in groups/activities, which will support their academic and personal development and inspire positive engagement within their school and respective communities.
Ready Inc.	After school program for students on grades 5-12 to identify and address the academic, social and emotional needs of students at-risk of dropping out.
S.P.O.R.T. Academy	Tutoring opportunities to assist NHPS initiative to catch students up academically, specifically in Math while learning how to play chess in terms of life skills.
The Boys and Girls Club	Provide programs focus on areas of engagement; homework and academics, healthy habits, promote community service, enhance character development.
The Green Peacock	Services will incorporate physical and mental health activities in the NHPS afterschool programs with a focus on Zumba fitness programs, Calisthenics, Aqua Fitness, and other health, fitness, and wellness activities that promote social-emotional, and physical well-being.
The Monk Center	Provide enrichment activities designed to nurture and develop critical thinkers, creative problem solvers, and productive members of a pluralistic society through performing arts and career exploration.
The Justice Education Center	A team of leaders in education, mental health, physical fitness, wellness, resiliency, art and drama will provide educational, social and emotional enrichment activities. During the summer program, the students will have the opportunity to earn credit for specified classes and a \$250 stipend for completing the program.
Upon This Rock	Extended hours program to provide homework help/tutoring, health and wellness education and snacks, arts and crafts, dance, outdoor activities and field trips.

Modifications needed for actions monitoring



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Modified Power School Platform to document the evidence of home visiting

1. Name of Home Visitor
2. Reason for Visit:
 - a. Designated by school attendance team
 - b. Other: Please explain
3. Type of Visit: Drop down
 - a. Visit 1—Current Student Absences
 - b. Visit 2—Current Student Absences
 - c. Visit 3—Current Student Absences
4. How did visit take place: Drop down
 - a. Virtual
 - b. In-person
5. Was this visit scheduled? Drop-down
 - a. Yes
 - b. No
6. Detailed Field Notes: Open ended box.

Online Student Success Plans incorporated into PowerSchool's

What is a Success Mentor?

- Success Mentors partner with chronically absent youth to address the barriers that keep them from attending school every day
- They are caring adults or senior peers that support students and help them reach their potential educational outcomes.
- Success Mentors are often teachers, social workers, school counselors, administrative staff, tutors, youth advocates
- (Student Staff Support Referral Forms could be modified)

Youth Connect Community Partners Responses

- Veocci Platform



Schools	# of CA (11-17)	% of CA (11-17)	% of CA (11-3)	CA Change	Total # of Attendance Blanks (11/18)	# of Students with Blanks (11/18)
Augusta Lewis Troup School	179	45.5%	43.0%	↑ 2.5%	0	0
Barack H. Obama Magnet University School	99	36.0%	39.6%	↓ 3.6%	154	90
Barnard Environmental Magnet School	91	21.9%	21.5%	↑ 0.4%	97	30
Benjamin Jepson Magnet School	137	31.2%	30.2%	↑ 1.0%	194	127
Betsy Ross Arts Magnet School	168	51.1%	49.7%	↑ 1.4%	523	168
Bishop Woods Architecture & Design Academy	174	39.1%	37.0%	↑ 2.1%	174	106
Brennan-Rogers: Art of Comm & Media Magnet School	256	79.8%	80.9%	↓ 1.2%	1833	288
Celentano Bio Tech Health and Medical Magnet School	148	42.9%	45.8%	↓ 2.9%	23	10
Clemente Leadership Academy	158	38.3%	37.6%	↑ 0.6%	81	65
Clinton Avenue School	178	38.4%	37.6%	↑ 0.9%	94	47
Conte West Hills Magnet: Exp. & Innovation	312	56.4%	54.7%	↑ 1.7%	1195	357
Cooperative Arts & Humanities Magnet High School	170	30.7%	29.8%	↑ 0.9%	87	52
Davis Academy for Arts & Design Innovation	95	22.6%	22.8%	↓ 0.2%	8	5
East Rock Community Magnet School	160	35.4%	35.4%	↑ 0.0%	152	105
Edgewood Magnet School	105	26.6%	27.6%	↓ 1.0%	2	2
Engineering & Science University Magnet School	279	46.8%	52.3%	↓ 5.5%	1883	440
Fair Haven School	192	27.5%	30.6%	↓ 3.1%	20	6
Family Academy of Multilingual Exploration	102	24.0%	23.0%	↑ 1.0%	57	51
Gateway to College	52	96.3%	94.3%	↑ 2.0%	402	37
High School In The Community	149	52.7%	48.9%	↑ 3.7%	474	258
Hill Central Music Academy	143	35.2%	34.2%	↑ 1.1%	54	44
Hill Regional Career Magnet High School	192	29.3%	27.8%	↑ 1.5%	544	67
James Hillhouse Comprehensive High School	729	65.1%	64.8%	↑ 0.3%	4315	662
John C. Daniels School of Internat Comm	146	34.7%	35.7%	↓ 1.0%	407	150
John S. Martinez Sea and Sky STEM Magnet School	95	21.8%	21.6%	↑ 0.2%	24	24
King Robinson Magnet: An IB World School	189	49.7%	50.0%	↓ 0.3%	518	166
L.W. Beecher Museum School of Arts and Sciences	95	23.3%	26.4%	↓ 3.1%	0	0
Lincoln-Bassett School	101	43.3%	37.5%	↑ 5.8%	272	165
Mauro-Sheridan Science, Tech & Comm Magnet School	116	25.7%	27.1%	↓ 1.3%	38	1
Metropolitan Business Academy	154	37.9%	38.1%	↓ 0.2%	121	51
Nathan Hale School	138	28.0%	27.7%	↑ 0.4%	0	0
New Haven Academy	80	24.3%	24.5%	↓ 0.2%	31	1
Off Campus Classroom	28	52.8%	54.0%	↓ 1.2%	168	42
Riverside Education Academy Magnet High School	91	91.0%	91.0%	↑ 0.0%	55	10
Ross Woodward Classical Studies Magnet School	234	42.4%	40.3%	↑ 2.1%	122	106
Sound School	69	20.3%	20.8%	↓ 0.5%	24	21
Truman School	148	33.2%	42.4%	↓ 9.2%	162	86
Wexler/Grant Community School	126	45.8%	46.6%	↓ 0.8%	11	7
Wilbur Cross Comprehensive High School	923	56.6%	59.0%	↓ 2.4%	5360	1333
Worthington Hooker School	69	18.4%	17.9%	↑ 0.6%	135	88
Grand Total (District)	7070	39.8%	40.2%	↓ 0.4%	19814	5268

Attendance Reporting and Infrastructure

- Principals and Executive Team will receive bi-Weekly Reports
 - % Chronically Absent
 - % Enrolled
 - % No Attendance Reported
 - Absence by school, by grade level, by sub-group
 - By distribution based on number of days/% absence

- PowerSchool Reporting
 - Home Visiting; Success Mentors --Guided by Attendance Team & Drop-Out Prevention
 - Need for Analytics



Attendance Support Teams

- ✓ Families
- ✓ District Executive Team
- ✓ District Attendance Team
- ✓ School Principals
- ✓ Teachers and Staff
- ✓ School Based Attendance
- ✓ Drop Out Prevention Specialists
- ✓ Family Care Coordinators
- ✓ Family Resource Centers
- ✓ Parent Liaison
- ✓ SSST Teams
- ✓ Community Partners

Excerpts from Responsibilities of the School Community

- Facilitate positive relationships among parents, students and school staff to develop the bonds necessary for effective teaching and learning
- Be structured to promote collaborative decision making and a culture of inclusion
- Value cultural, linguistic, and ethnic differences to enhance the educational process for all people
- Promote learning as a life long process
- Use data from all levels of the system –student, school, and the district to inform educational policies and practices
(Comer and Joyner et al., 2004)



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