



NEW HAVEN PUBLIC SCHOOLS

## Attendance Matters

Addressing Chronic Absenteeism  
in New Haven Public Schools





## Core Values

Equitable opportunities create the foundation necessary for every child to succeed

A Culture of continuous improvement will ensure that all staff are learners and reflective practitioners

High expectations and standards are necessary to prepare students for college and career

Collaboration and partnerships with families and the New Haven community will enhance learning and achievement



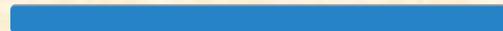


## The **Priority Areas**

ACADEMIC LEARNING



YOUTH & FAMILY ENGAGEMENT



OPERATIONAL EFFICIENCIES



CULTURE & CLIMATE



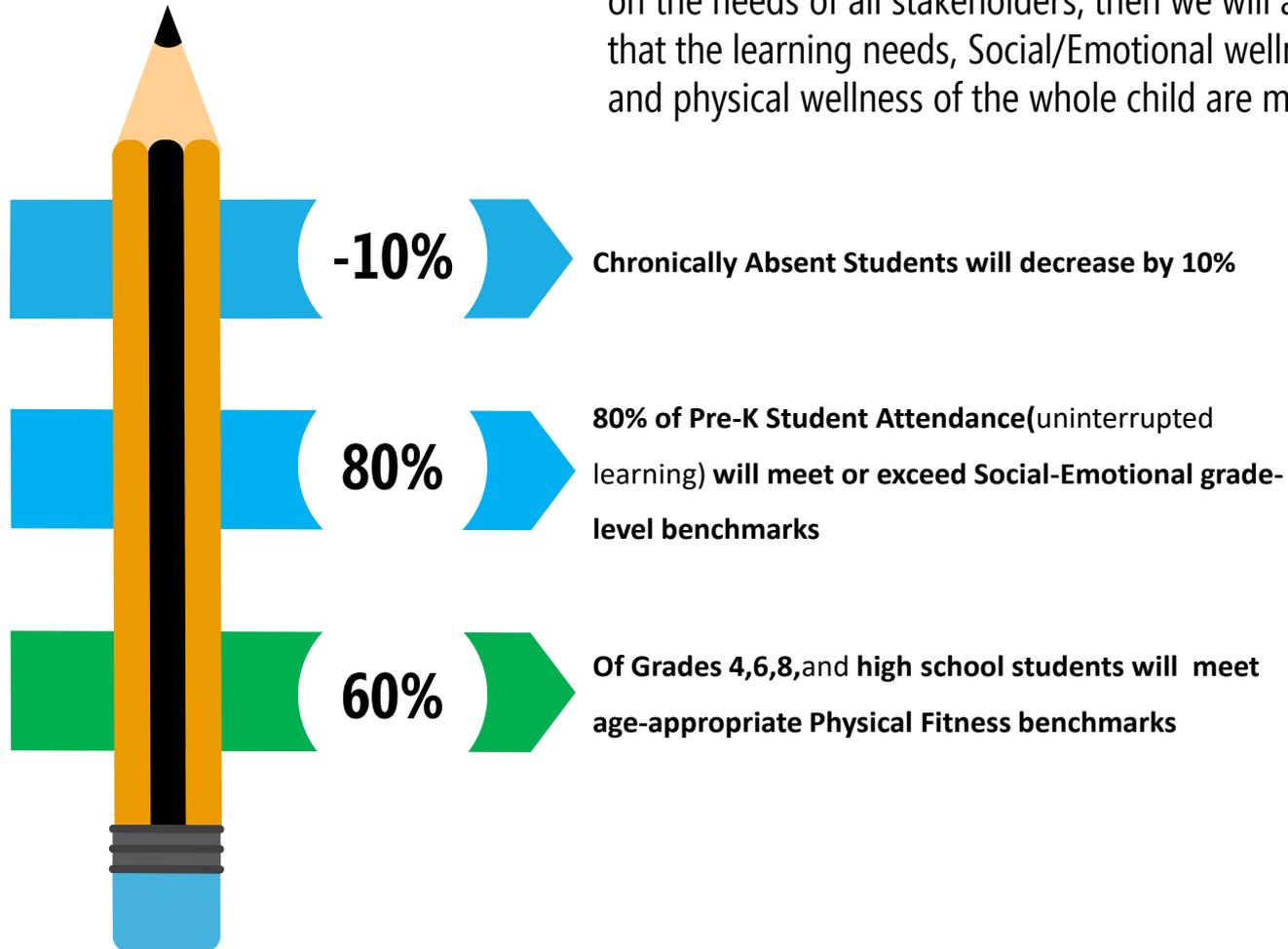
TALENTED TEACHERS





### Goal 3

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.





### • Goal 3.4

The goal for **NHPS** is to increase the number of students arriving to school on-time, every day, and ready to learn. Following are the five points of intervention the in-school and community partners will address.



1

Utilize feedback from student and family survey data to increase school connection

2

Engage families in co-developing culturally responsive and welcoming school practices among staff and families.

3

Implement best practices to increase attendance such as home visits, canvasses, school informational neighborhood meetings, etc.

4

Conduct root causes analysis of absenteeism trends to determine targeted area of support and focus.



## Connecticut State Board of Education Policy

A student is considered to be **“in attendance”** if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. Students are absent when serving an out-of-school suspension or expulsion.

According to this policy, a student who is not “in attendance” is considered absent.





## DEFINITIONS



**PA 15-225**, An Act Concerning Chronic Absence, codified in **C.G.S. Section 10198c**, enacted the following definitions:

**Chronically absent** means a child enrolled in a school under the jurisdiction of a local or regional board of education whose total number of absences, at any time during a school year, is equal to or greater than 10 percent of the total numbers of days a student is enrolled during such school year.

**Absence** means an excused absence, unexcused absence, or disciplinary absence.



## **K-8 Grade**

Homeroom teacher enters Daily Attendance Code in PowerSchool

Presence for the day is determined by the Daily Attendance Code used

## **High School**

Each class teacher enters meeting attendance in PowerSchool

If a student is marked present in 50% or more of classes they are considered "Present" for the day





**Example:**  
 A student has been enrolled in school  
**40 days**  
 and has been absent  
**4 days:**  
 The days in attendance is  
**40 - 4 = 36 days**  
 in attendance

$$\textit{Attendance Rate} = \frac{\text{Days in Attendance}}{\text{Total Days of Membership}}$$

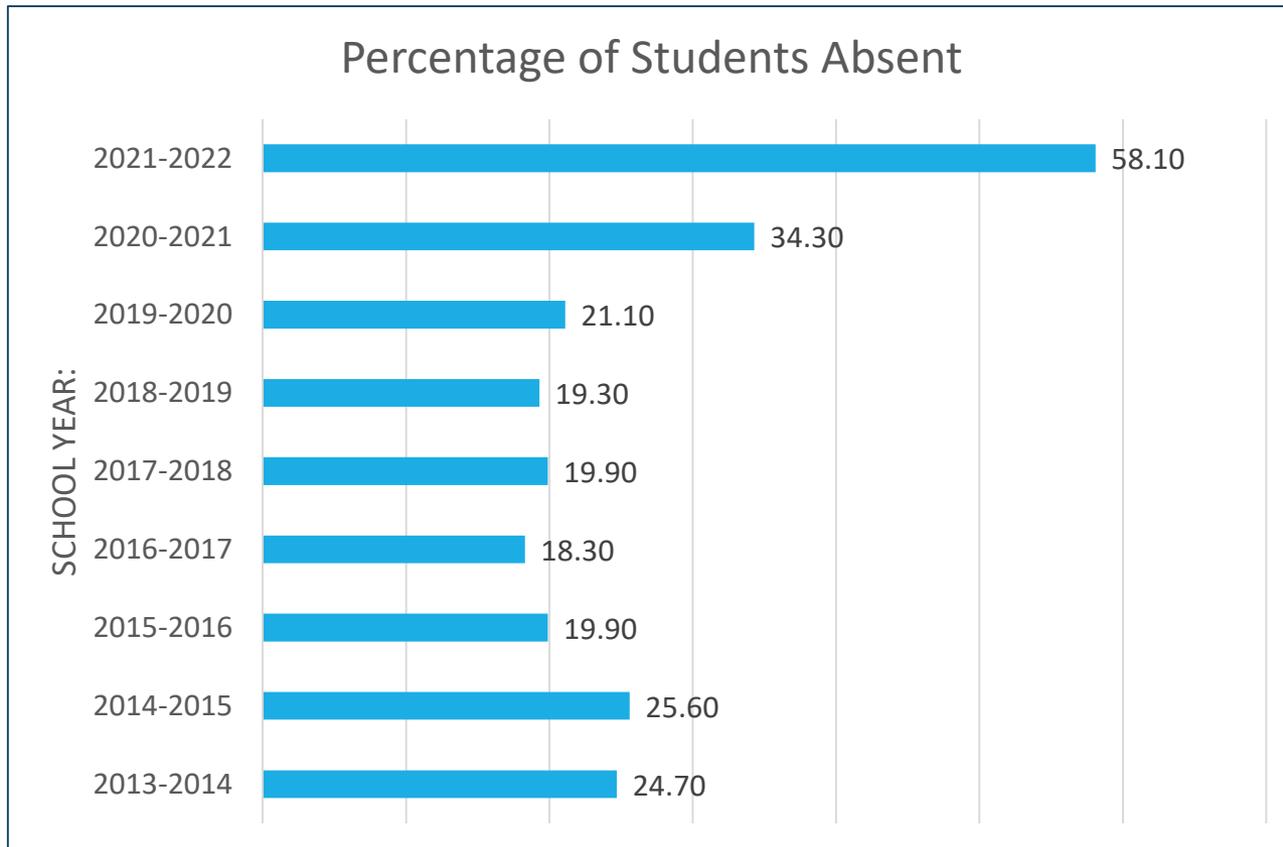
$$\textit{Attendance Rate} = \frac{36}{40} = 0.9 = 90\%$$

The student is chronically absent since they missed 10% of days enrolled.



# CHRONIC ABSENTEEISM OVER TIME

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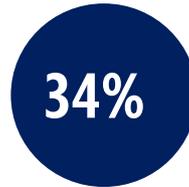




## Where We Were: Where We're Going



**End of Year  
2021-2022**



**First Marking Period  
2021-2023 SY\***

\* Nov. 2, 2022



**Goal  
2022- 2023 SY**





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**Children** who are **chronically absent** in grades **K-1<sup>st</sup> grade** are much **less likely to read at grade level** by the **3<sup>rd</sup> grade**.



**Students** who **can't read** at **grade level** by the end of **3<sup>rd</sup> grade** are **four times more likely** than proficient readers to **drop out of high school**.



# Chronic Absenteeism

affects all students: not just those who are absent.

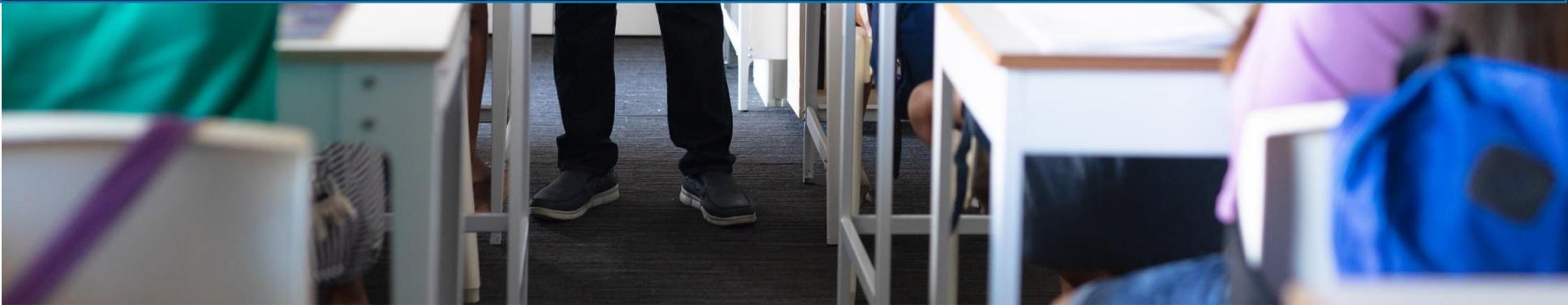


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**: When teachers slow down  
to catch up Chronically Absent Students,  
students with good attendance  
slow down too.**



## Contributing Factors to Chronic Absenteeism





Transportation



Mental Health



Gang Violence



Incarceration



Lack of Sleep



Illness



Poverty



Bullying



Family Abuse



Discrimination



Pregnancy



Homelessness



Hygiene



Sanitary Supplies



Low Self Esteem



Food Insecurity



Child Care



Relationships

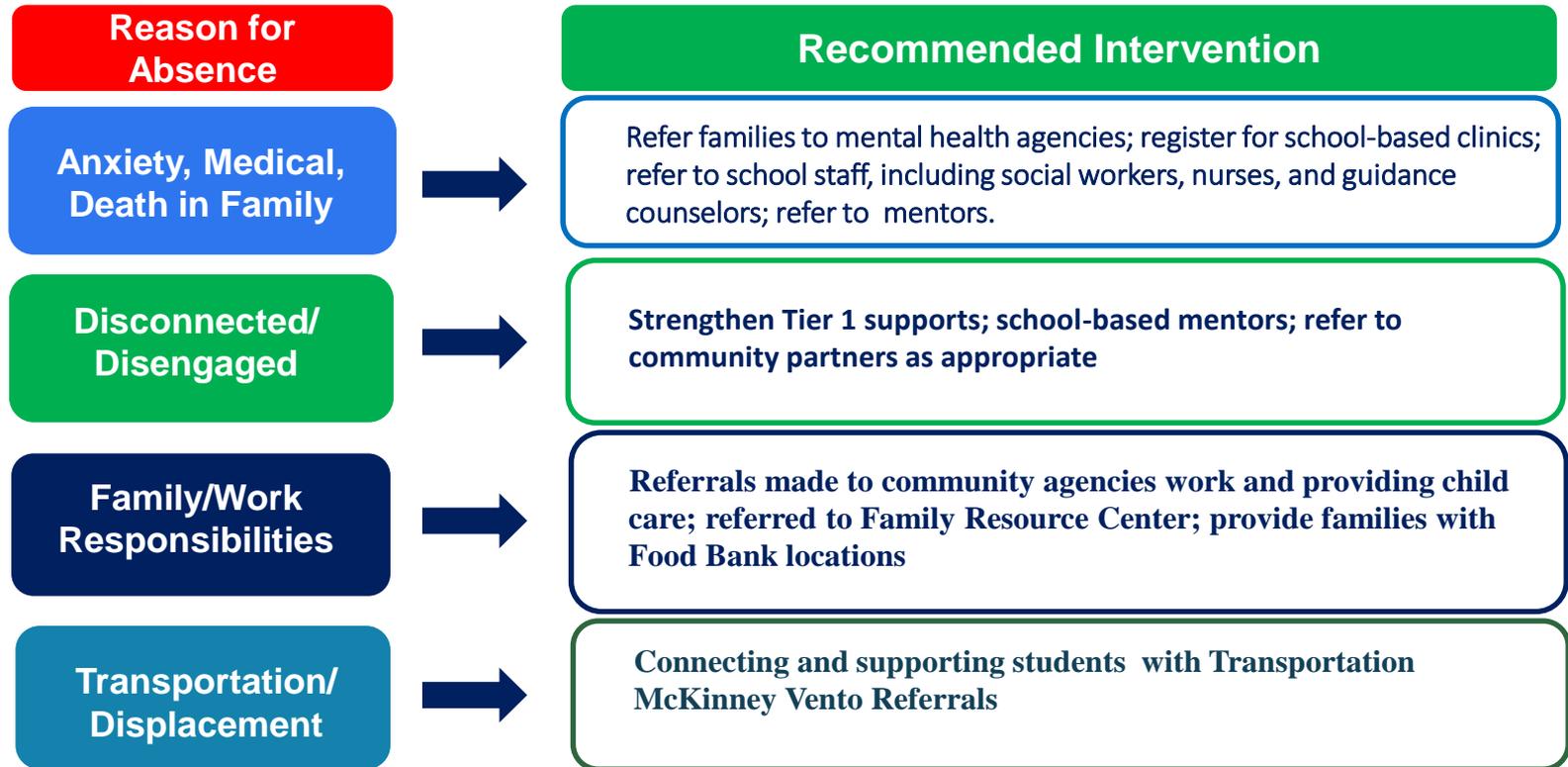


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# National Reasons for Chronic Absenteeism



## NHPS Identified Root Causes & Reasons for Absences & Recommended Interventions





## Schools are Preventative and Promotive

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.

-Comer, Joyner et al., 2004-





## All Students Should Have Access to:



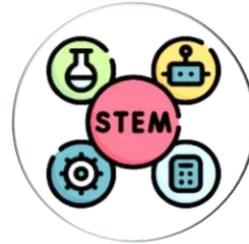
Healthy Learning Environments



Enrichment Activities & Clubs



Positive Relationships



Challenging & Engaging Curriculum



Access to Food & Other Basic Needs



Active Family & Student Engagement



Learning Supports



Traditions & Celebrations



Welcoming & Safe School Climate



Advisories or Morning Meetings to Build Community



Support for Families to Facilitate Learning at Home



Access to Technology Equipment & Connectivity



## SYSTEMS:

- Engage with Attendance Works
- Weekly Technical Assistance from CSDE
- Weekly Districtwide Attendance Teams
- Weekly School-based Attendance Teams
- Improve Attendance Taking Systems
- Collaborate with Similar School Districts
- Implement New Data System
- Implement and Monitor Home visit
- Improve Parent communication

Day-to-day work

Focus on Data:

Who are the students and reasons for absences

Disaggregate the data based on range of students' absent

Implement responses and actions based on students' families needs

Expand Personnel and Community Supports

Monitor for improvement



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## Five Tiers for Intervention

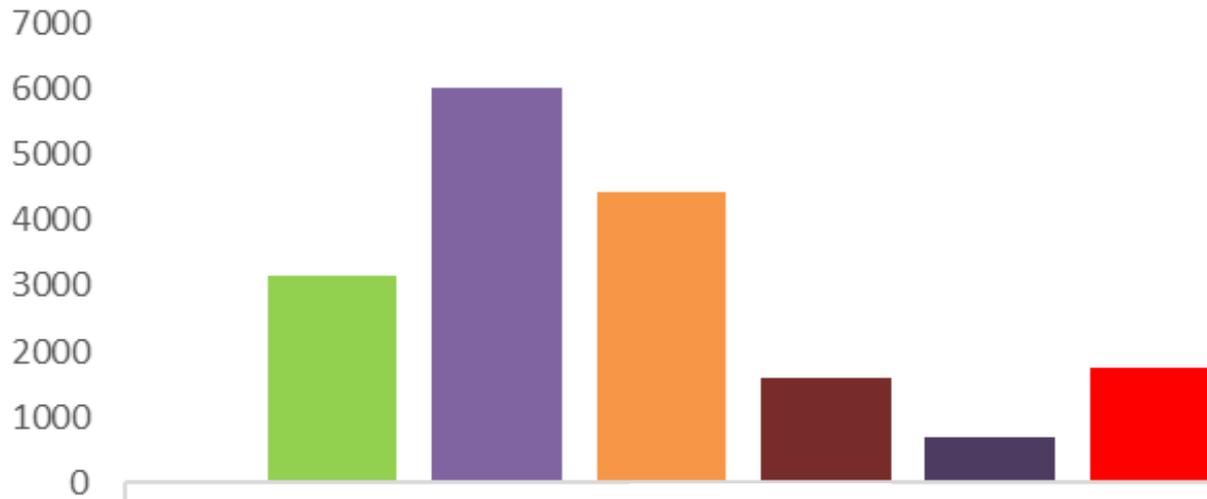
Disrupt the Trend





## Range of Student Absence

Number of Days Absent



 On Track 0-1	3143
 Alert 2-5	6016
 At Risk 6-10	4420
 Serious 11-14	1609
 Severe 15-17	697
 Extreme 18+	1745



**ALERT TIER**  
*2-5 Days Absent*



**HIGH-RISK TIER**  
*6-10 Days Absent*



**SERIOUS TIER:**  
*11-14 Days Absent*



**SEVERE TIER**  
*15-17 Days Absent*



**EXTREME TIER**  
*18+ Days Absent*

## NHPS has Five levels of Intervention for Chronically Absent Students



This is the time the Alarm should sound to activate **Parental Intervention Support System.**

With Tier 1 Students, this is the Preventative Moment whereby the strategies are aimed at encouraging better attendance for all students and at preventing absenteeism before it affects achievement

# Tier 1: ALERT:

Action Plan: **2-5 Days Absent**



## VERIFY STUDENT'S ATTENDANCE

Phone Call & Letter of Attendance



## CONTACT FAMILY | MEET W/ STUDENT

Certified/Non-Certified Staff: Virtual & In-Person



## DOCUMENT THE MEETING w/ PARENTS



## DOCUMENT REASONS for ABSENCES



## MONITOR STUDENT'S ATTENDANCE



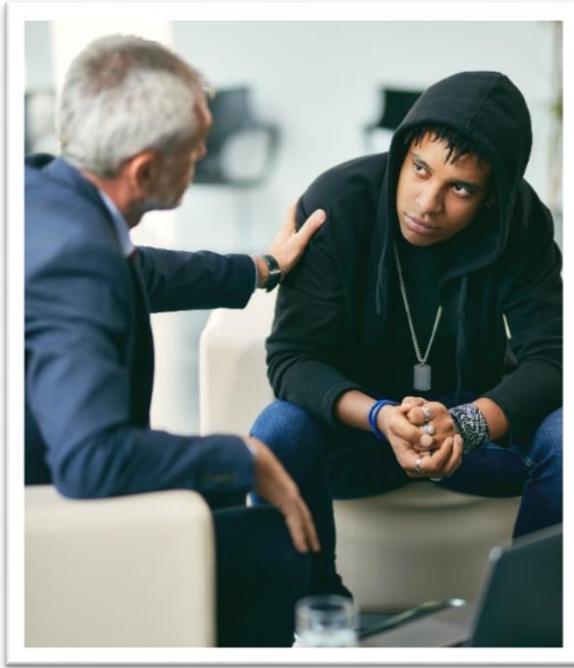
## DETERMINE if STUDENT NEEDS ADDITIONAL SUPPORTS



## MONITOR THE STATUS OF REFERRALS



Learner Engagement Attendance Program (LEAP) funded by CSDE



**Tier 2** interventions are designed to address barriers to attendance for students at greater risk of chronic absenteeism for the school year.

# Tier 2: Moderate: Action Plan: 6-10 Days Absent



VERIFY STUDENT'S ATTENDANCE

Phone Call & Letter of Attendance



CONTACT FAMILY | MEET W/ STUDENT

Certified/Non-Certified Staff: Virtual & In-Person



REFER STUDENT to SUCCESS MENTORS



REFERRAL for RESTORATIVE  
CONFERENCING CIRCLES



DOCUMENT REASONS for ABSENCES



MONITOR STUDENT'S ATTENDANCE



# Tier 3: SERIOUS:

Action Plan: 11-14 Days Absent



**Tier 3** interventions involve intensive support to students missing the most school, often involving not just schools but other agencies such as health, housing and social services, and typically requiring customized case management to address the student's individual challenges.



VERIFY STUDENT'S ATTENDANCE

Phone Call & Letter of Attendance



CONTACT FAMILY | MEET W/ STUDENT

Certified/Non-Certified Staff: Virtual & In-Person



REFERRAL to NHPS GOVERNORS  
PARTNERSHIP MENTORING PORTAL



REFERRAL for RESTORATIVE  
CONFERENCING CIRCLES



REFERRAL to YOUTHCONNECT  
COMMUNITY PARTNERSHIP PROGRAM



DOCUMENT REASONS for ABSENCES



GET BI-WEEKLY UPDATES

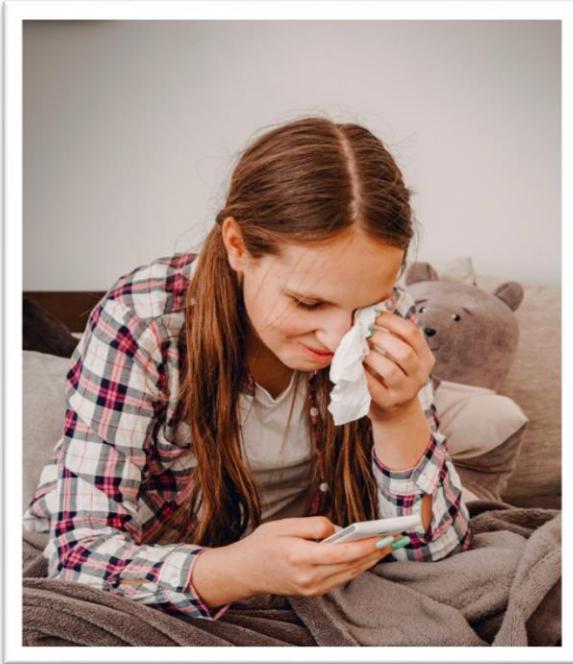


MONITOR STUDENT'S ATTENDANCE



# Tier 4: SEVERE:

## Action Plan: 15-17 Days Absent



**Tier 5** interventions involve intensive support to students missing the most school, often involving not just schools but other agencies such as health, housing and social services, and typically requiring customized case management to address the student's individual challenges.



**VERIFY STUDENT'S ATTENDANCE**

Phone Call & Letter of Attendance



**CONTACT FAMILY | MEET W/ STUDENT**

Certified/Non-Certified Staff: Virtual & In-Person



**REFERRAL for RESTORATIVE  
CONFERRING CIRCLES**



**REFERRAL to YOUTHCONNECT  
COMMUNITY PARTNERSHIP PROGRAM**



**DOCUMENT REASONS for ABSENCES**



**GET BI-WEEKLY UPDATES from YCCPC**



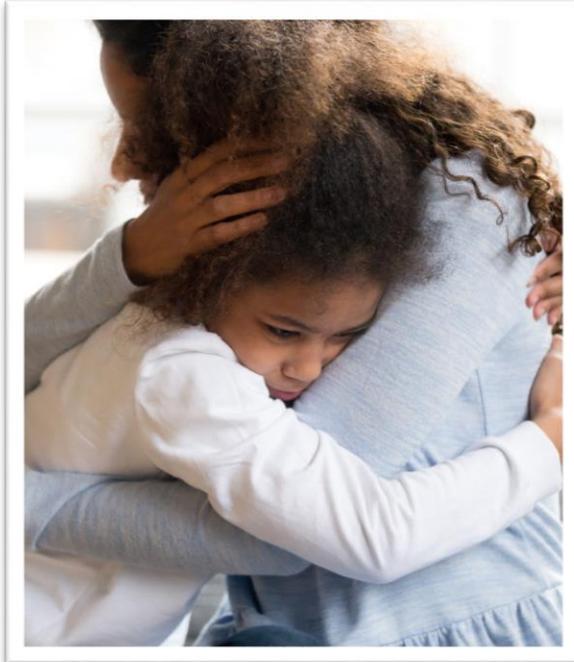
**MONITOR STUDENT'S ATTENDANCE**

Learner Engagement Attendance Program (LEAP) funded by CSDE



# Tier 5: EXTREME:

## Action Plan: 18+ Days Absent



**Tier 5** interventions involve intensive support to students missing the most school, often involving not just schools but other agencies such as health, housing and social services, and typically requiring customized case management to address the student's individual challenges.



**VERIFY STUDENT'S ATTENDANCE**

Phone Call & Letter of Attendance



**CONTACT FAMILY | MEET W/ STUDENT**

Certified/Non-Certified Staff: Virtual & In-Person



**REFERRAL for RESTORATIVE  
CONFERENCING CIRCLES**



**REFERRAL to COMMUNITY  
PARTNERSHIP PROGRAM**



**DOCUMENT REASONS for ABSENCES**



**GET BI-WEEKLY UPDATES from YCCPC**



**MONITOR STUDENT'S ATTENDANCE**

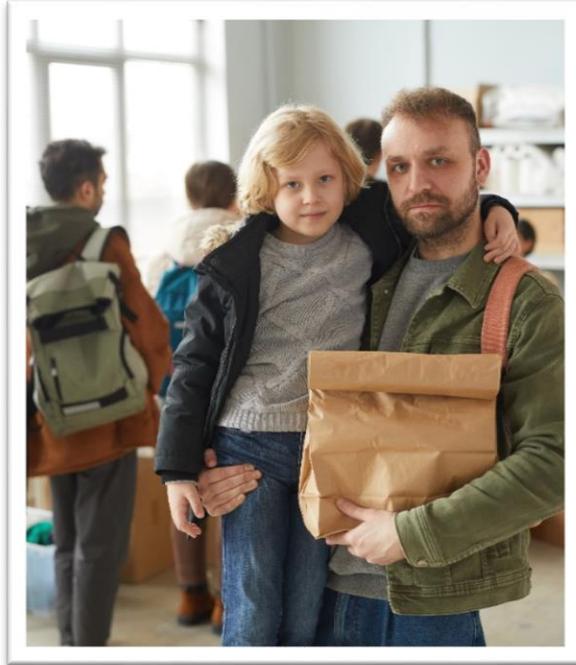
Learner Engagement Attendance Program (LEAP) funded by CSDE



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# HOMELESS/UNSHELTERED POPULATION:

## Identification Action Plan:



**PARENTS SELF-IDENTIFY AS NEEDING SERVICES**



**REGISTRATION IDENTIFIES AND MAKES REFERRAL to MCKINNEY VENTO (MV) CARE COORDINATOR**



**DROP-OUT PREVENTION SPECIALIST REFERS HOMELESS STUDENTS TO MV CARE COORDINATOR AND OR PARENT ENGAGEMENT COORDINATOR**



**SCHOOL-BASED LIAISONS COMPLETE INTAKE FOR SELF-IDENTIFIED FAMILIES**



**HOME VISITING AND MONITORING OF ATTENDANCE**

**Transportation:** Updated bussing, taxi, or public transportation vouchers are provided.

**Housing and Food Stability:** Referral to appropriate community collaborators (i.e. Christian Community Action, Junta, among others)

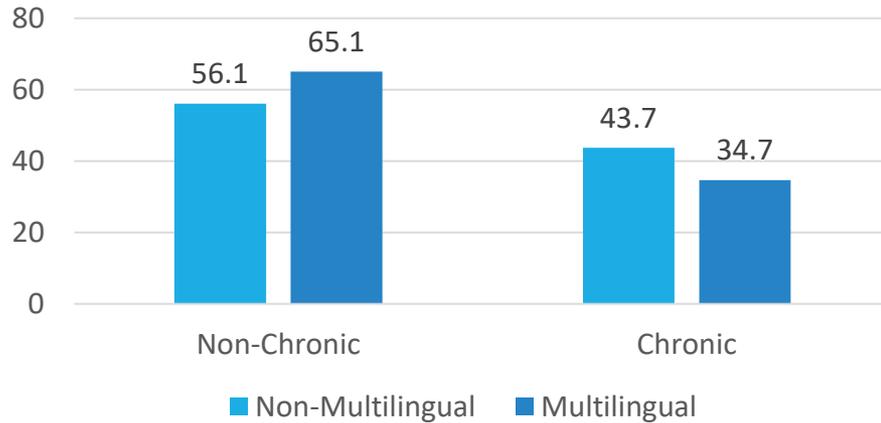
**Social Emotional:** Referral to appropriate community collaborators (i.e. Clifford Beers, Restorative Practice, among others)

**Medical, Health and Wellness** (physical, vaccinations, etc.)  
Referral to Nursing Bureau

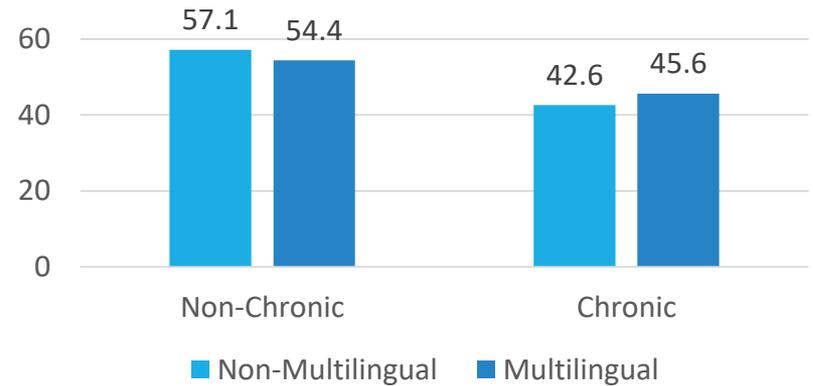
**Uniforms and winter coats:** Provided by YFCE



## K-8 Chronic Absenteeism



## High School Chronic Absenteeism



Support to students are provided based on language needs

Outreach to families in preferred language

Monitor and respond to students' needs





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## NHPS Current Community Partners

Partners are updated regularly

ARTE Inc.  
Arts for Learning  
Arts in CT  
Alliance Children's Theater Inc.  
Clifford Beers  
Eli Whitney Museum

Kids Kraze  
Kiyama  
Little Scientists  
mActivity  
New Haven Reads  
NH Pride Center LGBTQ  
Prince Hall Oriental  
Lodge #6

Ready Inc.  
S.P.O.R.T. Academy  
The Boys and Girls Club  
The Green Peacock  
The Monk Center  
The Justice Education Center  
Upon This Rock



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# Thank You

