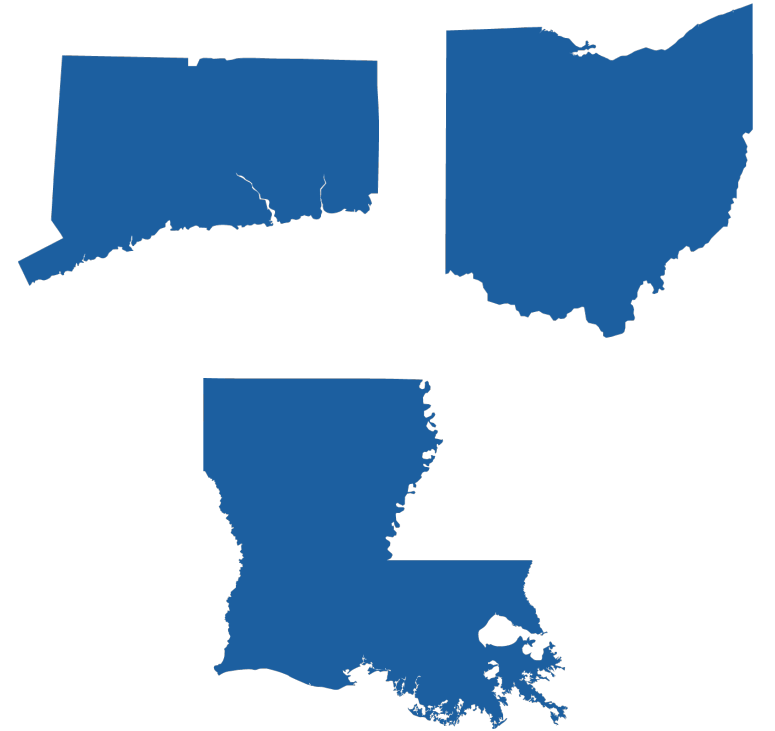


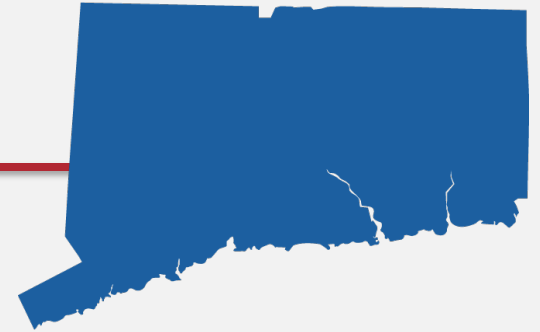
# Promising Practices to Address Chronic Absenteeism



# Connecticut

---

*Ajit Gopalakrishnan*  
*Kari Sullivan*





# Promising Practices



- Form district and school **attendance teams** led by school administrators
- Provide access to accurate and current **attendance data**
- **Engage families in trusting relationships** through individualized meetings at home or community location (multiple home visits)
- **Use health clinics and school nurses** to review cases and provide clear communication on when to come to school or stay home
- Develop **student attendance plans**, with students and families, to remove barriers and identify solutions and daily routines for students that build confidence in going to school
- **Review bus routes and walking distances** to improve transportation, support walkers, and ensure reliable bus routes (drivers)
- Conduct **relationship mapping** exercises to ensure meaningful adult relationships
- **Collaborate with community partners** to engage and support families (e.g., Youth Services Bureaus, YMCAs)
- **Open welcome centers** for new families and communicate in families' home languages



# LEAP 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, home visits were conducted with students identified as chronically absent from a targeted sample of 15 large and mostly urban school districts throughout Connecticut.
- The current project evaluates the effectiveness of the home visit intervention on post-intervention school attendance rates.



# LEAP Evaluators



Steven Stemler, Wesleyan University

Eric J. Brunner, University of Connecticut

Jacob Werblow, Central Connecticut State University

Steve Ross, University of Connecticut



# Summary Statistics



**EMBARGOED UNTIL JANUARY 19, 2023**

On average, students treated by LEAP

- had attendance rates that were approximately 20 percentage points lower (0.687 vs. 0.895) than other students.
- are significantly more likely to be Black or eligible for free or reduced-price meals and more likely to be an English language learner
- tended to perform substantially worse on the standardized SBA or SAT exam prior to treatment than other students attending the same districts.

	Treated	Not Treated but in Treated District	T-test (1) - (2)
	(1)	(2)	(3)
-			
Attendance Rate 2020-21	0.687	0.895	88.926
Attendance Rate 2021-22	0.729	0.885	71.901
Female	0.460	0.486	3.218
Black	0.305	0.217	-13.5866
Hispanic	0.562	0.533	-3.6732
White	0.085	0.174	15.073
Asian	0.023	0.036	4.715
Other	0.025	0.039	4.658
Special Education	0.238	0.178	-9.9441
Free or Reduced Price Lunch Eligible	0.852	0.670	-24.9386
English Learner	0.227	0.195	-5.1948
Prior Academic Performance (SBA_ELA)	2394.247	2443.928	16.246
Prior Academic Performance (SBA_MATH)	2372.505	2427.480	18.537
Prior Academic Performance (SAT_ELA)	405.714	458.125	6.719
Prior Academic Performance (SAT_MATH)	389.805	437.099	6.156
Grade During Treatment (e.g. 8, 9, 10)	6.725	6.407	-5.9424

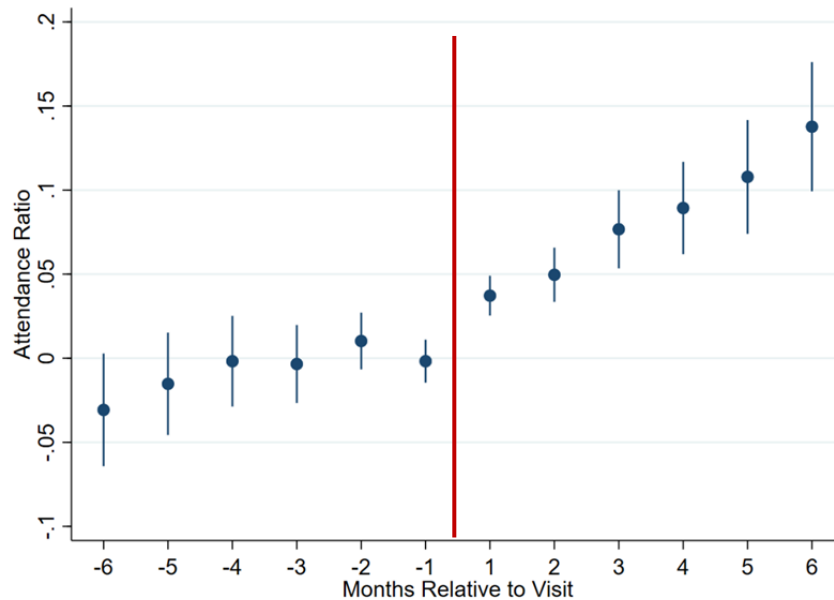


# Event Study Estimates of Impact of LEAP on Student Attendance Ratios: Students Treated During 2021-22 School Year

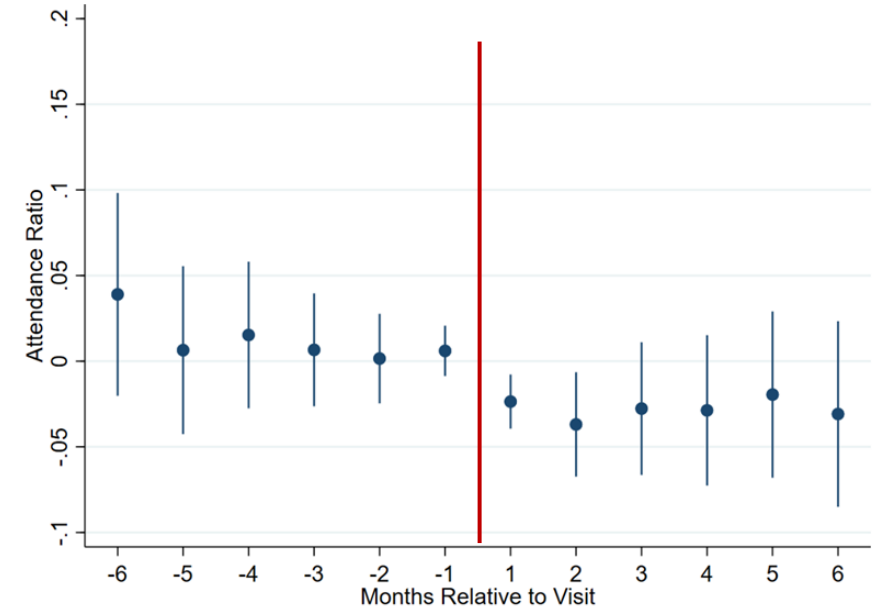


**EMBARGOED UNTIL JANUARY 19, 2023**

**All LEAP Districts Other Than District A**



**District A**



- 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 -6 indicating 6 months or more prior to treatment and 6 indicating 6 months or more after treatment.
- Red vertical line indicates month of treatment.
- Left hand side figure shows that 5-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).

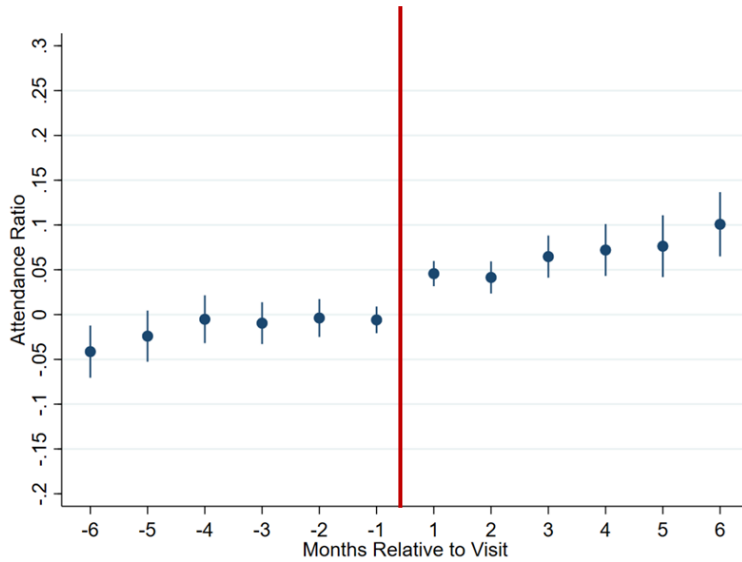


# Event Study Estimates of Impact of LEAP on Student Attendance Ratios by Grade Level

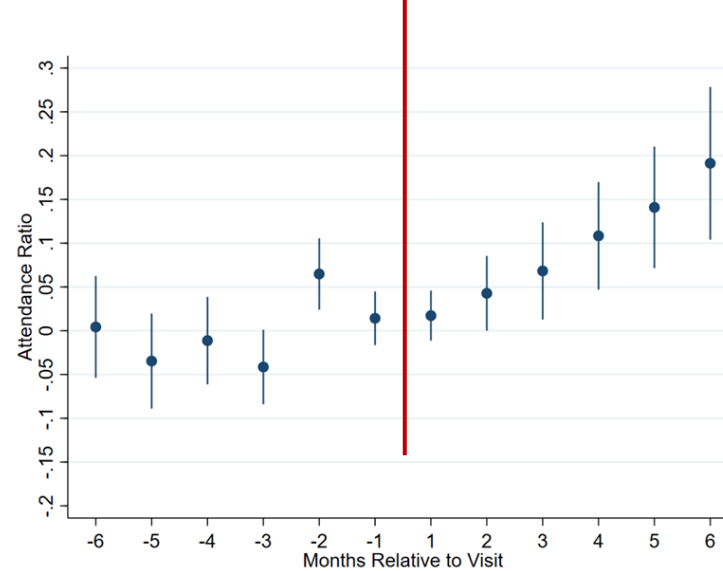


**EMBARGOED UNTIL JANUARY 19, 2023**

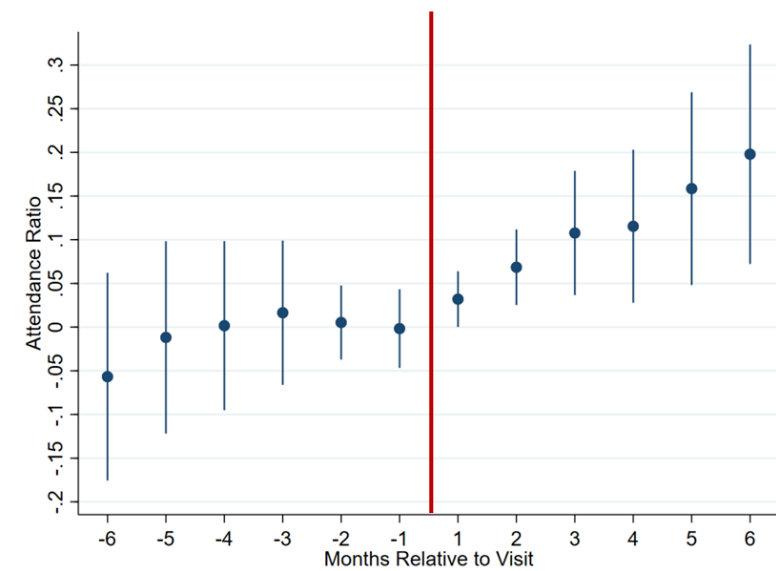
Grades PK - 5



Grades 6 - 8



Grades 9 - 12



For the PK – 5<sup>th</sup> grades, attendance rates increase by approximately 10 percentage points while for middle and high school grades attendance rates increase by 20 percentage points 6 months after initial visit.





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



**EMBARGOED UNTIL JANUARY 19, 2023**

- Figure shows impact of being treated by the LEAP program on student attendance ratio nine months after treatment by location of visit. Estimates are based on sample that excludes District A.
- 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.

