



CONNECTICUT STATE DEPARTMENT OF EDUCATION

# Talk Tuesdays

## *Student Attendance, Engagement, and Support Series*

**April 5, 2022**

Please **sign-in** using the chat - include your name, title, district/school or agency.

Developed by the CSDE in collaboration with SERC



***Notice: This meeting is  
being recorded.***

# Thankful YOU are here!

*Let us know you're here!*

- In the chat, let us know your name, role, and district/school
- Take a deep breath, relax, and think of something you are grateful for. Feel free to share if you wish.



# Agenda

1. *Welcome*

Stephen Proffitt, Director for Special Education Programs and Instructional Design, SERC

2. *What's New at CSDE and Partners*

Kari Sullivan Custer, Attendance & Engagement Consultant, CSDE

4. *Hartford Public Schools: From Attendance to ACE*

Corinne Clark Barney, Executive Director of School Leadership, Hartford Public Schools at Bulkeley High School

5. *Talk Tuesday Featured FAQ*

Question: Does the state collect and report truancy data?

6. *Upcoming Attendance & Engagement Meetings*

***Notice: This meeting is being recorded.***



# WHAT'S NEW AT CSDE AND PARTNERS



# What's New at CSDE



March 28, 2022

- [Connecticut's Healthy and Balanced Living Curriculum Framework 2021](#) and [Memo to Superintendents](#)
- [Connecticut Teacher of the Year 2021 and 2022 Recognition Ceremony](#)
- [11 Ways CSDE is Leading Educator Recruitment & Diversification Efforts](#)
- [16 Ways CSDE is Supporting Social-Emotional Learning and Behavioral & Mental Health](#)
- [2020-2021 Condition of Education Report](#) and [Press Release](#)

March 24, 2022

- [Letter from the U.S. Department of Education regarding Afghan refugees](#)



[Superintendent's Digest](#)  
[\(ct.gov\)](#)



# Track Data Early and Often...

## Now on EdSight



### 2020-21 Chronic Absence Rates

- State
- District
- School
- Student groups (ELs, SWDs, Grade, F/R Meals)

### February 2021 Attendance Data

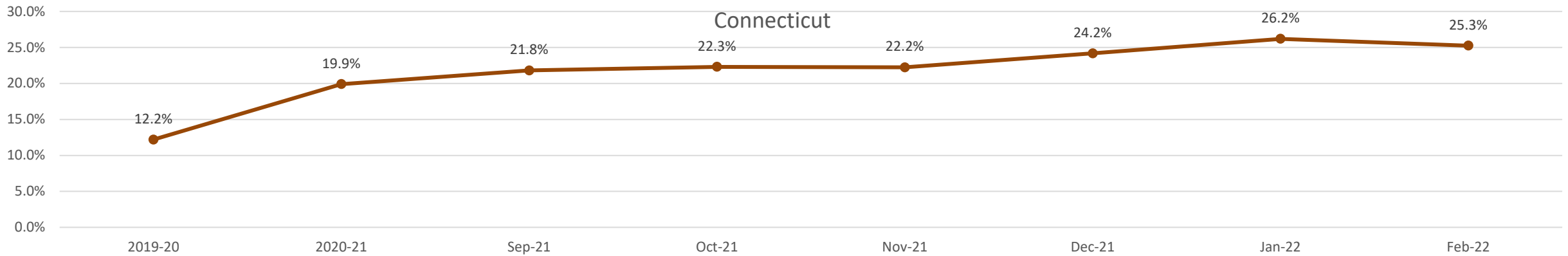
- [Attendance Rates for State and Districts, Student Groups by tab \(.xlsx\)](#)
- [Chronic Absence Rates and Remote Attendance Information for State and Districts, Student Groups by tab \(.xlsx\)](#)
- [Attendance Rates for Schools \(.xlsx\)](#)



<https://edsight.ct.gov/relatedreports/Supporting%20Student%20Participation%20in%202020-21.html>

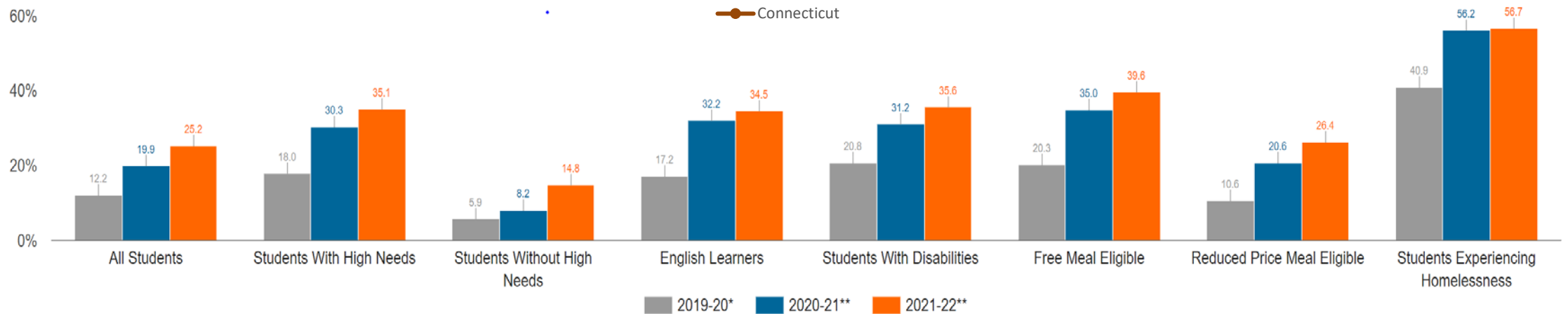


# Chronic Absence Data for February 2022



\*Calculations are based only on in-person school days until mid-March 2020. \*\*Calculations include both in-person and remote days.

## Percentage of Students Chronically Absent by Student Group (YTD as of February 2022 compared to 2020-2021 and 2019-20)



\*Calculations are based only on in-person school days until mid-March 2020. \*\*Calculations include both in-person and remote days.

# Attendance Awareness Campaign 2022

Attendance Works and national partners launch the 10th annual [Attendance Awareness Campaign](#) webinar series for 2022! The free, 4-part series will emphasize the enormous power of using chronic absence data to recover from challenges exacerbated by the pandemic.

**Webinar 1: Keep Kids Engaged and Showing Up for Learning: Relationships, Routines and Partnerships, Wednesday, April 6, 2022: 12pm-1:30pm PT / 3pm-4:30pm ET**

[Register for April 6](#)



## Attendance Awareness Campaign 2022



# Friday CAFÉ

Professional Network for Community and Family Engagement



Visit Friday Café [webpage.](#)



[Register Here!](#)

April 8, 2022  
9:30 – 11 a.m.

## Accelerate Learning with Student-Teacher-Family Relationships

Research shows that connecting families to curriculum can result in up to **eight months** of additional student learning per year. Join us for an interactive session describing how school and district leaders can leverage student-teacher-family relationships to accelerate learning. You will have the opportunity to:

- Discuss how to integrate effective family engagement into key aspects of teacher practice such as classroom culture and data-driven instruction.
- Surface challenges and strategies for strengthening educators' relationships with students and families.
- Explore research-based and proven solutions for accelerating learning recovery.

**Conversation Catalysts:** Jill Nyhus, Chief Growth Officer, and Emily Amick, Managing Director of Programs, National Nonprofit PowerMyLearning

**Date:** April 8, 9:30-11:00 a.m.

**Location:** Online





# Hartford Public Schools From Attendance to ACE

Talk Tuesday  
4-5-22





# Attendance, Culture and Engagement

It all Starts and Ends with Relationships

# Relationships Matter



Strong relationships with teachers and school staff can **dramatically enhance students' level of motivation and therefore promote learning.**

Students who have access to more strong relationships are more academically engaged, have stronger social skills, and experience more positive behavior.



## Relationships start from top down:

1. Central Office Level
  - a. With staff
  - b. With families
  - c. With students
  - d. With CBOs
  
1. School Level
  - a. With Central Office
  - b. With staff
  - c. With students
  - d. With families
  - e. With the community



## District Level

- Updated Procedural Manual with Whole School Supports
- Summer Plan including home visits, Summer Bridge, school tours and welcome calls
- Positive Postcards to Most Improved Attendance and Engagement
- Community Partners as Mentors
- LEAP Twilight Team
- SES bi-weekly meetings
- New staff on-boarding
- Weekly ACE email with shout outs
- District ACE team with members from each department and union
- Board of Education presentation of awards
- District ACE Incentive calendar with district challenge days/theme days
- Health clinics
- District culture and climate walks that focus on welcoming school climate
- Staff SEL supports
- Middle and High school student surveys to find out what makes them come to school
- ½ day REST days

## School Level

- Implementation of Whole School Supports
- Welcome calls, home visits and school tours
- 90 Day Plan for start of the school year
- Positive referrals
- Positive Postcards for Great, Good and Improved Attendance and Engagement
- Mentors
- Enrichment programming
- Advisory
- Quarterly ACE Family Newsletter with strategies and school based data
- Report card comments with automatic bank in Powerschool and including current data (ADA and CA)
- School based ACE calendar with theme days (wear color purple for John's bday, class celebration to welcome new students, dog tags with school name for improved attendance)
- School Store (modeled after food pantry, but without the name and stigma)
- ESS clinical services and Second STEP
- Monthly trauma informed sessions with alternative high schools and programs with a history of disengagement
- Implementation of REST PL



# Attendance (ACE) Data Teaming

Data Drives Decisions

## Current State of Attendance

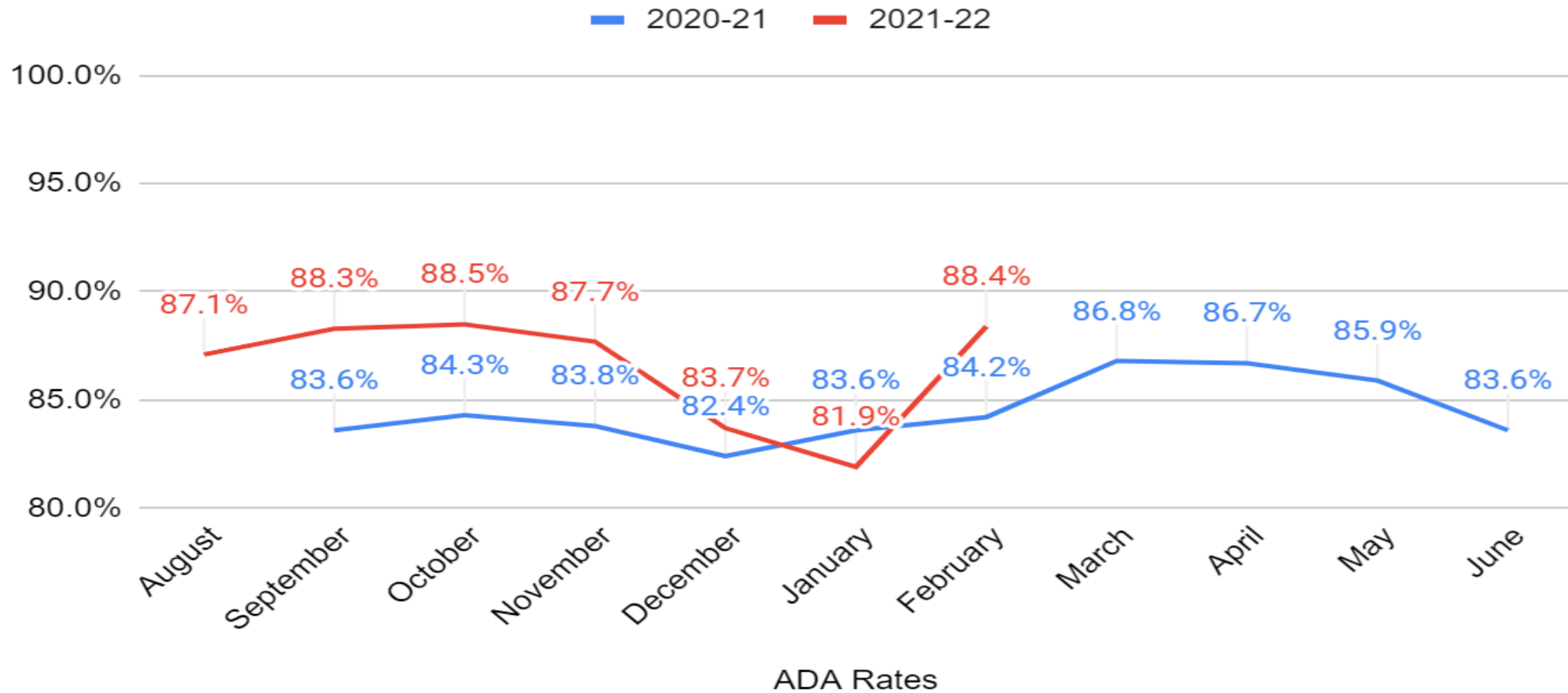


ADA (Average Daily Attendance)	CA (Chronic Absence)
88%	43%

# Current State of District Average Daily Attendance (ADA)



## 2020-21 and 2021-22 ADA Rates



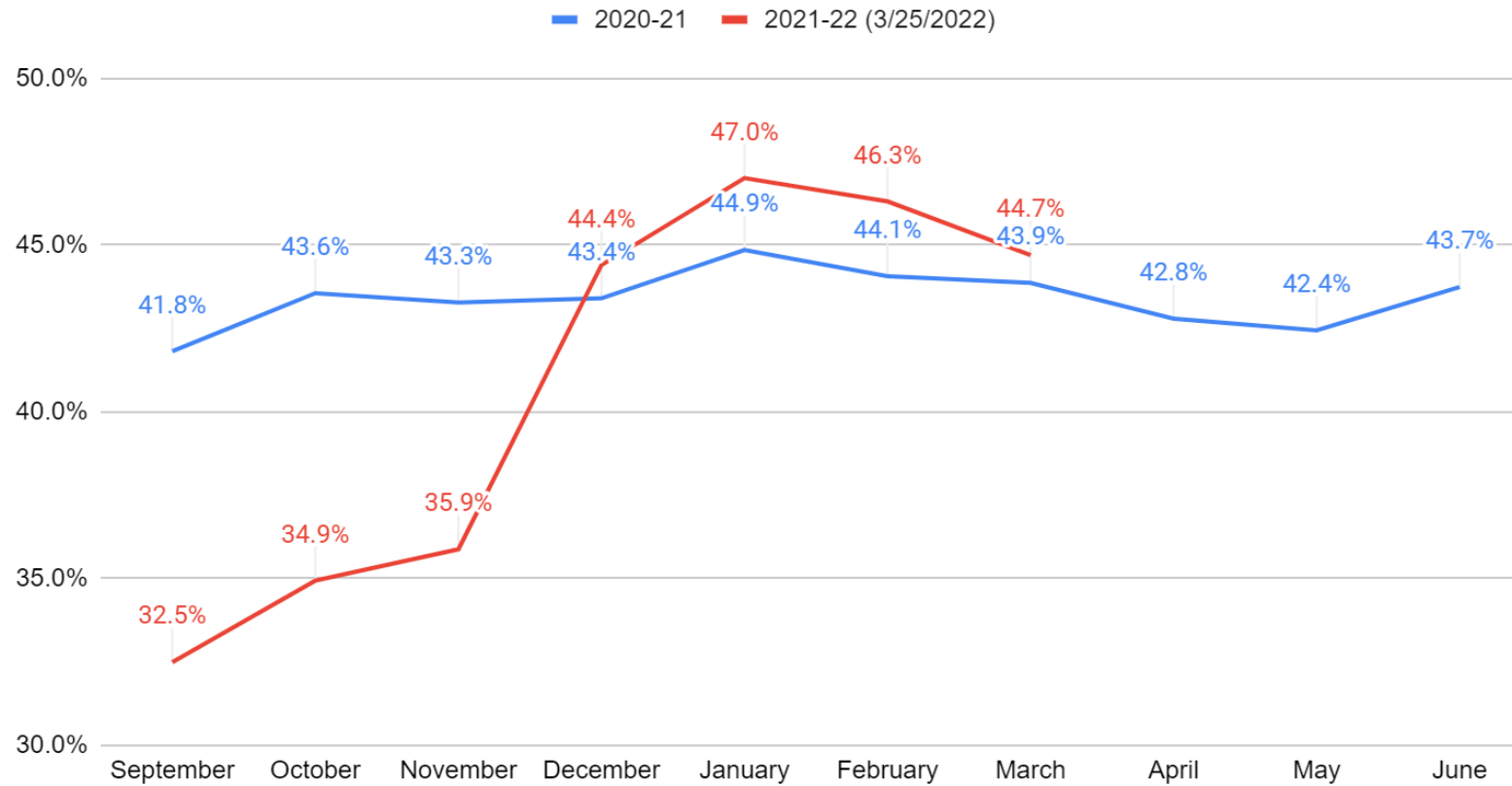


# Current State of Chronic Absence (CA)



## 2020-21 and 2021-22 Chronic Absenteeism Rates

Excludes Judicial Detention, Opportunity Academy, and Outplacement

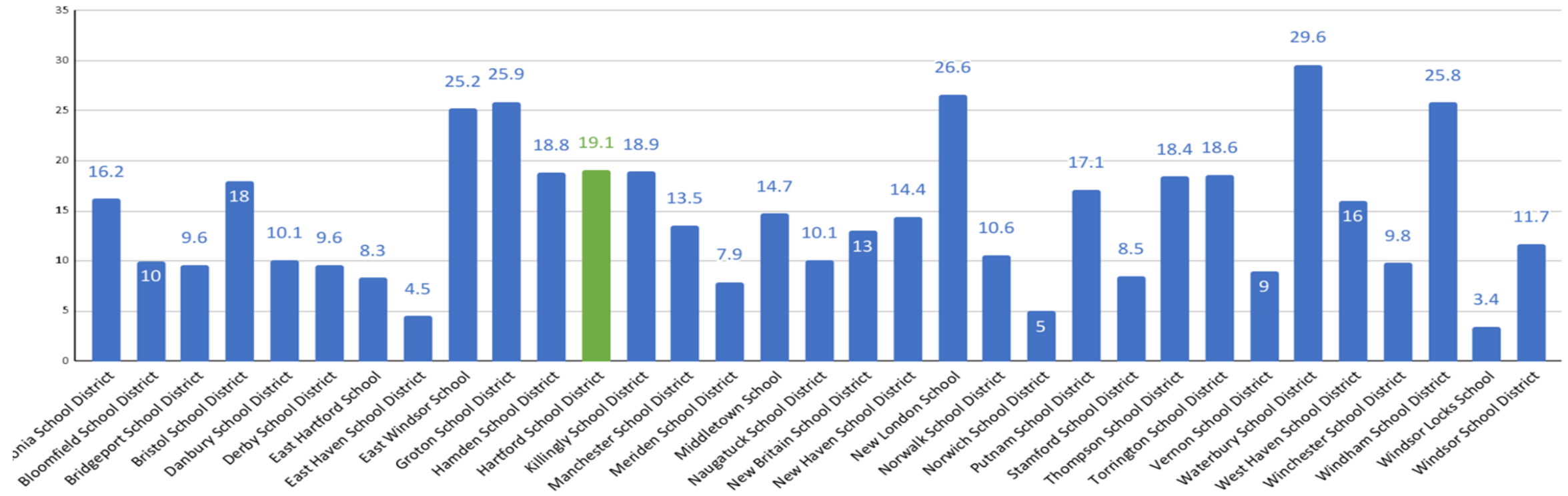


# Current State of CA and Alliance Urban Districts/DRG I



## Attendance & Chronic Absenteeism for Alliance Districts

Chronic Absenteeism Percentage Point Change from 2017-2018 to 2020-21



# Current Trends that Impact ADA



½ Days	Day Before/After Vacation	Unforeseen Circumstances	
9/1/21			
9/15/21	11/24/21 - <b>76.1%</b>	12/17/21 - <b>61.1%</b>	TikTok Challenge
9/22/21	12/22/21 - <b>78.4%</b>	1/04/22 - <b>73.2%</b>	High COVID Positive Rate (21%)
9/29/21	12/23/21 - <b>67.8%</b>	1/05/22 - <b>57.5%</b>	Icy Road and Disrupted buses
10/7/21	1/3/22 - <b>68.0%</b>	1/11/22 - <b>68.5%</b>	Cold Temps and Delay
10/20/21	1/10/22 - <b>79.0%</b>	1/13/22 - <b>83.5%</b>	SMSA Event
10/27/21	2/18/22 - <b>83.1%</b>	1/14/22 - <b>80.5%</b>	SMSA Closed
11/10/21		1/18/22 - <b>87.5%</b>	SMSA Closed
11/17/21		1/19/22 - <b>88.0%</b>	SMSA delayed and Midterms
12/1/21		1/21/22 - <b>85.5%</b>	Midterms
12/8/21		1/25/22 - <b>86.3%</b>	Snow overnight
12/15/21			
1/12/22			
1/26/22			
2/2/22			
2/9/22			
2/16/22			
3/2/22			
3/9/22			
3/16/22			
3/23/22			

# What is Chronic Absenteeism



Chronic Absenteeism is a rolling scale calculated off the total number of days in attendance and number of school days presently completed.

Timeline for Tiering Students for the Year			
Date	Day Student will Fall Out of CA	Date	Day Student will Fall Out of CA
9/15/2022	1	2/9/2022	10
9/28/2022	2	3/2/2022	11
10/13/2022	3	3/16/2022	12
10/27/2022	4	3/30/2022	13
11/12/2022	5	4/20/2022	14
11/30/2022	6	5/4/2022	15
12/14/2022	7	5/17/2022	16
1/5/2022	8	6/2/2022	17
1/25/2022	9		

## Attendance (ACE) Structures



Attendance structures are a key part of increasing student engagement in school, identifying root causes and supporting interventions.

Structures are implemented at the District and School based ACE level and include, but are not limited to:

- Weekly District ACE team meetings
- District Wide Incentive Calendar
- District Family Engagement Events and ACE Professional Development
- Weekly School ACE team meetings
- Whole school Foundational Supports
- MTSS
- Mentoring
- Community Based Organization and Community Partner programming
- FCSSP and SES positions
- District and School based monthly SMART goals and progress monitoring
- Procedural Manual aligned to ACE practices

## Attendance (ACE) Structures



# District ACE Team

The team includes:

- Executive Directors of School Leadership
- Data and Accountability
- Teaching and Learning
- Special Ed and Pupil Services
- Family and Community Partnerships
- Communications and Marketing

responsibility for ensuring attendance is aligned with all district initiatives and academic success and is inclusive of key departments and school administrators. The following are examples of how central office departments and staff can support improved attendance practices across the district:

### ACE District Attendance Team Functions

1. Routinely unpack, analyze and utilize data to inform action.
2. Organize a systemic district wide effort including supportive, restorative policy/practice improvement and positive school climate.
3. Build the capacity of principals and school staff to address chronic absence, implement a tiered support system and accommodate shifts in learning models
4. Develop and implement a year-round communications campaign.
5. Promote shared accountability and continuous improvement.

# Attendance (ACE) Structures



<b>Executive Directors of School Leadership</b>	Coach and supervise Principals to: promote a schoolwide culture of attendance, ensure attendance teams are functioning effectively, utilize PowerSchool data for decision making, implement a tiered approach and set realistic attendance goals and targets.
<b>Data and Accountability</b>	Ensure district and school teams have access to timely real live student data (attendance, academics, behavior) for problem-solving and strategy development.
<b>Teaching and Learning</b>	Make explicit the connections on how instruction and engaging curriculum impacts attendance and reinforce the role teachers play in promoting a positive culture of attendance.
<b>Special Ed and Pupil Services</b>	Ensure that Social Workers, ELL specialists and special education staff are actively participating in school teams and proactively connecting with chronically absent students and their families.
<b>Family and Community Partnership</b>	Establish partnerships with community partners on behalf of individual schools and on the needs of their chronically absent and disengaged students and demographics.
<b>Communications and Marketing</b>	Develop the district wide message re: attendance, implement marketing campaign, develop materials and resources for schools and community partners, promote district quarterly attendance challenges.



# School Based ACE Teams

The team includes:

- Principals
- Teachers
- Counselor and Social Worker
- Student Engagement Specialist (SES)
- Family and Community Support Service Provider (FCSSP)
- Community Based Organizations (CBO)
- Behavior Technician (BT)

**Individual Schools:** Schools can improve attendance when they utilize a team approach that is led by the principal and supported by other building level staff.

The following are examples of how school staff can support improved attendance:

### School ACE Team Functions

1. Organize a year- round multi-tiered attendance strategy that begins with prevention and early intervention.
2. Examine attendance and absenteeism data to assess which groups of students have higher or lower levels of absence.
3. Identify barriers and inequities that prevent students from attending school.
4. Mobilize everyone in the school community to address attendance.
5. Determine and communicate if you are making a difference.



# Attendance (ACE) Structures



<b>Principals</b>	Ensure their school adopts and implements a comprehensive, supportive, tiered approach to improving engagement and attendance in all grades. They lead the ACE team, cultivate a school-wide culture of attendance, systematically use chronic absence, attendance and engagement data, develop staff capacity to adopt best practices, and advocate for resources and policies to improve attendance.
<b>Teachers</b>	Are the first line of prevention and intervention and viewed as the most trusted resource by parents. They make attendance a normal topic in all interactions with students and parents, build awareness about how many absences are too many, encourage students to come to school every day, and create engaging classroom opportunities.
<b>Counselor &amp; Social Worker</b>	Support a positive collaborative relationship between the school, students and families. They provide counseling, case management and are a resource person for students and families in need of services.
<b>Student Engagement Specialist (SES)</b>	Outreach and engagement partners that conduct outreach and home visits, assist students and their families in resolving issues that impede attendance and engagement in school; work with the school team to improve the climate and culture and provide support and training on Trauma-Informed Restorative Approaches, Practices and Environments.
<b>Family and Community Support Service Provider (FCSSP) and Community Based Organizations (CBO)</b>	FCSSPs and community partners that monitor student attendance, conduct home visits, coordinate parent access to internal and external resources and information; create a welcoming environment; facilitate the exchange of information between families and community and build collaborative community relationships in support of a tiered system of support for students and families.
<b>Behavioral Technicians (BT)</b>	Behavior management system partners that analyze discipline/behavioral data to guide intervention and identify students in need of services; supports the implementation of educational and social-emotional curriculum, behavior plans and positive programming to increase students' behavioral skills.

# Attendance (ACE) Strategies



## ACE Team Agenda

District and School Based teams meet weekly for at least one hour using the normed Datawise agenda with a focus on Tier 2 students, identification of root causes/barriers and implementation of interventions and supports.

Link to sample school ACE Team process and data review:

<https://docs.google.com/document/d/115erpvFZQeiQVZWImWOGI-bgo0ngehv3G552VUmnnHc/edit?usp=sharing>

Link to Data Protocol for determining interventions:

<https://docs.google.com/document/d/1eZ9cK9o6REdJocJa72krdTX8P3m7buXn/edit?usp=sharing&oid=114332253719506418516&rtpof=true&sd=true>

School Team Agenda	
5 min	<b>Whole Child Data Snapshot and Celebrations</b> <ul style="list-style-type: none"><li>• SMART Goals Review</li><li>• Aggregate Data Presentation ~ chronic absenteeism, discipline, academics for the last four weeks</li></ul>
10 min	<b>Tier 1</b> <ul style="list-style-type: none"><li>• Updates on attendance, culture/climate and engagement activities or initiatives</li><li>• Next steps and Celebrations</li></ul>
25 min	<b>Tier 2</b> <ul style="list-style-type: none"><li>• Look at patterns and trends across attendance, behavior, academics and mode of instruction</li><li>• Review reasons for absence for groups of students</li><li>• Identify Tier 2 focus student buckets and discuss successes and areas of growth</li><li>• Identify interventions for groups of focus students</li><li>• Identify interventions for students on the cusp of Tier 3</li></ul>
10 min	<b>Tier 3</b> <ul style="list-style-type: none"><li>• Look at focus group of students, discuss reasons for absence and identify interventions</li><li>• Track efficacy of interventions -- How are they going? Is behavior, academics and attendance improving? What intervention modifications are needed?</li><li>• What can we do to maintain the improvements?</li></ul>

# Attendance (ACE) Structures



Every team member plays a key role in the ACE process, however, the SES (student engagement specialist), BT (behavior technicians) and FCSSP (family community support service provider) have key roles that involve collaboration with school leadership, teachers, students, families and community partners.

SES (Student Engagement Specialist)	FCSSP (Family Community Support Provider)	BT (Behavior Technician)
<ul style="list-style-type: none"> <li>• Incorporate strategies to promote attendance and engagement.</li> <li>• Collect, analyze and disseminate data</li> <li>• Collaborate with community-based agencies to provide interventions and supports</li> <li>• Participate in all MTSS meetings</li> <li>• Provide guidance and support to school-based staff on attendance policies, procedures, interventions and supports</li> <li>• Collaborate with ACE team to plan student and family engagement events</li> <li>• Family outreach: phone calls, parent square messages, letters sent, meetings, home visits, DCF, YSB, etc.</li> <li>• Develop interpersonal relationships with students and staff to help encourage positive climate &amp; culture and well as attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Sit on ACE Team meetings</li> <li>• Facilitates communication and the exchange of information between the families and community regarding student progress, school-wide goals, and support activities</li> <li>• Supports family outreach through calls, letters, home visits, etc.</li> <li>• Assists students, staff, teachers, parents and community members with implementation of interventions (e.g. applications for services, transporting parents/students, registration, health records, etc.)</li> <li>• Provides professional development and workshops to families in collaboration with community partners centered on ACE practices</li> <li>• Collaborates with CBO's and community based partners to implement interventions and supports</li> </ul>	<ul style="list-style-type: none"> <li>• Sit on ACE Team meetings</li> <li>• Supports family outreach through calls, letters, home visits, etc.</li> <li>• Focus on groups for interventions and mentoring</li> <li>• (CICO) Check In, Check out and informal behavioral intervention plan support</li> <li>• Work collaboratively with community-based agencies in support of student needs</li> <li>• Provide guidance and support to school-based staff on the training of staff in de-escalation, implementation of positive behavior plans and climate improvements.</li> <li>• Plan and implement behavior initiatives and activities to support student engagement and positive behavior.</li> </ul>

## Attendance (ACE Structures)



Community Based Organizations (CBO's) play an integral role in the ACE team process when it comes to supporting interventions to break down barriers.

CBOs and Community Partners support attendance and engagement efforts by:

- Sitting on school based ACE teams
- Conducting home visits
- Hosting engagement events at school 1 time per month with school based ACE teams
- Referring families to clinical or outside services that can support improved attendance and/or barriers to attendance
- Building relationships with families to serve as a trusted partner between home and school
- Supporting home to school communication



## Celebrations:

- ❑ Rate of CA only when up 19% compared to other cities
- ❑ Reduction in CA rate during “Biggest Loser,” March Madness, ACE Olympics and Dip Days
- ❑ CSDE “shout out” for limited growth in CA rate during Omicron variant
- ❑ On track to hit district ESSA target for Chronic Absenteeism in the fall
- ❑ ADA outpaced 20-21 school year
- ❑ ADA recovered after Omicron variant
- ❑ Dr. Torres-Rodriguez presented to State schools during an Attendance Works workshop to highlight work to reduce chronic absenteeism
- ❑ Reduced no-shows by end of September
- ❑ Back to School ACE incentive saw increase in students attending on the 1st day
- ❑ Summer canvassing and home visits

## Challenges:

- ❑ ½ day Wednesdays
- ❑ School Threat
- ❑ Omicron
- ❑ Families keeping students home with COVID symptoms
- ❑ Changes to quarantine procedures
- ❑ Siblings staying home due to parent illness and/or sibling on quarantine
- ❑ Students not having the required paperwork to begin on the 1st day
- ❑ Students with 18+ absences continues to rise



# Attendance (ACE) Root Causes

Support Implementation of Interventions at the District and School level

## Attendance (ACE) Root Causes



A **root cause** is the core issue—the **highest-level cause**—that sets in motion the entire cause-and-effect reaction that ultimately leads to the problem(s).

Understanding the root causes for missing too much school can help determine the best course of action. Is this something that you can help your student and his/her family overcome? Or is there an underlying issue that requires additional support, perhaps from the school social worker or guidance counselor?

### **District Root Causes include:**

- COVID
- Illness
- Appointments
- Behaviors
- Childcare
- Technology
- Working
- Transportation
- Mental Health
- Does not want to come to school

# Attendance (ACE) Root Causes



<https://docs.google.com/presentation/d/1AvjpuEwIpf5XHsUIM40eWpIEgg2onqFS/edit?usp=sharing&oid=107033003740597851098&rtpof=true&sd=true>

## Root Cause Action Plan-SAMPLE

Root Cause	Students	Reasons	Intervention	Person Responsible
Can't locate	Kevin Berriors Amanda Ball Yamir Soto Jenalisse Burgos Jasmine Santos Jacob <u>Wittiker</u>	Non-working phone numbers and 1 unsuccessful home visit	Use Parent Square to cross reference students with communication acceptance and use new contact to update records and call to determine next steps and schedule a meeting to look at programming and supports	SES Vice Principal
Not Enough Information	Sarah Pallas Rachel Hunter Simpson Bart Kenny Letter Tiffany Flakman Garrison Barber Yenelli Vega Kimberly Chan Trevor Bailey	Not enough logs or calls to know root cause	-Break up caseload by grade -Call families by Friday to determine reasons for absences and supports needed -Log all information in outreach log -Update root cause sheet to support interventions	-Vice Principal  -Grade level point people  -Grade level point people -Admin



# Attendance (ACE) Root Causes



## Trends:

- Walking and the weather
- Traveling out of state for family emergencies due to COVID
- Students staying home with upset stomachs, runny noses, congestion and out of abundance of caution for COVID
- Change in Quarantining policies affected online learning
- Transportation
- ½ Day Wednesday and Fridays
- Teacher absences with COVID matched student absences
- Schools with higher staff CA have higher student CA
- Teacher/Staff Vacancies
- Childcare
- Traveling due to vacation, support family, death of a family member
- Technology
- Enrollment
- Students in high school working
- Students 18 and older who are undercredited and don't want to withdraw

# Student - Teacher Attendance



2021-22 Comparison of Attendance for Students and Teachers		
	Students	Teachers
YTD Average Daily Attendance Rate	86.9%	86.2%
YTD Chronic Absenteeism (missing 10% or more of school days)	44.7%	47.1%
Average Days Absent	16.2	15.8



Celebrations:	Challenges:
<ul style="list-style-type: none"><li>❑ Alignment of enrollment procedures, parent communication and health clinic supports</li><li>❑ Implementation of Night School</li><li>❑ Collaboration with DCF to problem solve and support removal of barriers to attendance</li><li>❑ Implementation of district and school based incentives</li><li>❑ District and school based Family Workshops on supporting attendance</li><li>❑ SES, FCSSP and CBO family supports for mental health, medical and homelessness</li><li>❑ ESS clinical services</li><li>❑ HOPE 2</li></ul>	<ul style="list-style-type: none"><li>❑ Omicron</li><li>❑ Families keeping students home with COVID symptoms</li><li>❑ Travel out of state/country to support family members</li><li>❑ Supporting students over 18 who are undercredited with withdrawing or entering into a differentiated program</li><li>❑ Appointments during school hours</li><li>❑ Adult mental health</li><li>❑ Transportation varying for age groups</li><li>❑ Transportation for students in PreK-3</li></ul>



# ACE Strategies and Supports



# Attendance Strategies and Supports

Strategies help to ensure we address the root cause student absence and supports are the additional actions we put in place to improve attendance.

1. Understand a Tiered Response to attendance.
2. Identify strategies to support improved attendance at each level.
3. Engage additional tools for ensuring interventions are successful.

# Attendance (ACE) Strategies



## Examining Barriers and Assigning Tiered Interventions

### MTSS

- Tier 1-whole school/district Foundational Supports
  - Tier 2-mentors, goal setting, MTSS plan
- Tier 3-one to one support, bi-weekly check ins, MTSS goals and plans (connection to conferences)

### What are Examples of Tiered Supports?

Interventions at each tier need to be customized and tailored to different subgroups and grade levels, including prekindergarten, elementary, middle school, and high school. One of the core functions of the School Team is to map their students and school resources across the tiers of the pyramid.

Which Tier?	Examples of Tiered Practices
<b>Tier 3 Intensive Intervention</b>	<ul style="list-style-type: none"><li>• Intensive outreach to locate student and family and assess situation</li><li>• Coordinated case management with multiple systems including child welfare, mental health, health, and housing/homelessness.</li></ul>
<b>Tier 2 Early Intervention</b>	<ul style="list-style-type: none"><li>• Using absenteeism, behavior and academic data to activate targeted supports</li><li>• Individualized home visits when absences add-up</li><li>• Individual attendance plan developed with families and students</li><li>• Mentoring (in-person and virtual)</li><li>• Utilize advisory/seminar as opportunities to foster a sense of connection, belonging and support among small groups of students</li><li>• Tailored physical and mental health supports</li><li>• Prioritizing participation in expanded learning</li><li>• Individual wellness check and connectivity assessments</li><li>• Facilitate access to food, health/telehealth and supports for other basic needs</li></ul>
<b>Tier 1 Universal Prevention</b>	<ul style="list-style-type: none"><li>• Create a positive environment that celebrates attendance growth and success.</li><li>• Regularly incorporate attendance-related topics in existing meeting structures to proactively prevent absenteeism and encourage attendance.</li><li>• Establish a climate of clear expectations with consistent adult practices including positive relationships, restorative practices, and multi-tiered systems of social and emotional support</li><li>• Community building opportunities to create belonging and connection</li><li>• Implement social-emotional learning (SEL) best practices around student engagement</li><li>• Ensure each student has a positive relationship with at least one adult.</li><li>• Utilize the Parent-Teacher Home Visiting model to build relationships between teachers and parents.</li><li>• Create a school-year calendar of recognitions, events and other rewards for good and improved attendance.</li><li>• Include parent/guardian communication as part of the engagement strategy.</li><li>• Enroll students and parents/guardians in Student and Parent Portal so students and parents can monitor attendance.</li><li>• Utilize extracurricular activities and enrichment opportunities to engage students.</li></ul>

## Attendance (ACE Practices)



Parent communication is key to building knowledge around the importance of attendance, supporting implementation of interventions and building strong home to school relationships.

Some of the practices that the district and schools have employed are:

- District Virtual Attendance (Facebook live) Workshop:  
[https://drive.google.com/file/d/1CvB241nj20Q\\_Lo4wdvS9Hltw86aLVwli/view?usp=sharing](https://drive.google.com/file/d/1CvB241nj20Q_Lo4wdvS9Hltw86aLVwli/view?usp=sharing)
- Quarterly ACE Newsletter (schools customize):  
<https://docs.google.com/presentation/d/1b3lhOhrE7yORRAFSyfSI2oGab7OleZfb/edit?usp=sharing&oid=114332253719506418516&rtpof=true&sd=true>
- ACE Brochure (school specific):  
[https://docs.google.com/document/d/1IP-L\\_pjNlvd3n35RZaXSDUZcaDRD3jaR/edit?usp=sharing&oid=114332253719506418516&rtpof=true&sd=true](https://docs.google.com/document/d/1IP-L_pjNlvd3n35RZaXSDUZcaDRD3jaR/edit?usp=sharing&oid=114332253719506418516&rtpof=true&sd=true)
- Parent Square Superintendent's weekly communication
- Report card comments (updated for electronic submission in Powerschool):  
[https://docs.google.com/document/d/1IHzfXi\\_bX4s\\_pF7fBcuJb6GluB4oh0QP/edit?usp=sharing&oid=114332253719506418516&rtpof=true&sd=true](https://docs.google.com/document/d/1IHzfXi_bX4s_pF7fBcuJb6GluB4oh0QP/edit?usp=sharing&oid=114332253719506418516&rtpof=true&sd=true)

# Attendance (ACE) Strategies



School and District ACE Teams implement strategies, review data, adjust course of action and progress monitor.

## District Calendaring

- Alignment with other local school districts
- Reduction of Early Release Days
- Scheduling of full day PD Days
- Return from Winter Break
  - COVID Testing
  - Three Kings' Day

## Attendance Campaigns

- Monthly themes
- Special attention to dip days
- Student incentives



Calendar Examples		
Quarter	Plan Developed	Considerations
First Quarter (Aug 30 – Oct 29)	Beginning of August	<ul style="list-style-type: none"> <li>• Welcoming for incoming early and transition grades, new students and students who were fully remote the previous year.</li> <li>• Interventions for previous years' chronically absent students</li> <li>• Home visits to at-risk and chronically absent students</li> <li>• Phone calls to remind families about the first day of school</li> <li>• ACE meeting to determine focus areas for 2021/22 school year</li> <li>• Messaging and activities for Professional Learning "dip days"</li> </ul>
Second Quarter (Nov – early Jan)	First week in October	<ul style="list-style-type: none"> <li>• Embedding attendance into Parent-Teacher conferences</li> <li>• Messaging and activities for "dip days" (Professional Learning, days before and after holidays)</li> <li>• Winter break messaging and Attendance Olympics</li> <li>• Personalized outreach to students who have missed 2-4 days</li> <li>• Home visits to all "no show" students and families</li> </ul>
Third Quarter (Feb – March)	First week in January	<ul style="list-style-type: none"> <li>• March Madness Attendance Challenge</li> <li>• "No show" list finalized</li> <li>• End the Year Strong Campaign</li> <li>• Improved attendance recognition for students moving out of moderately chronically absent category (Tier 2)</li> </ul>
Fourth Quarter (April -June)	First week in March	<ul style="list-style-type: none"> <li>• Summer outreach strategy</li> <li>• Summer bridge programming (summer school, enrichment, credit recovery)</li> <li>• Identify alternative placements for disengaged students</li> <li>• Assess ACE team functioning and celebrate success</li> </ul>
Summer	End of June	<ul style="list-style-type: none"> <li>• Summer PD</li> <li>• Attendance recognition plan for new school year</li> <li>• Fall welcoming</li> <li>• Develop year-round calendar for new school year</li> </ul>





# Attendance (ACE) Strategies



District and School Strategies with Actions and Measures of Success:

<https://docs.google.com/document/d/15cGK3hrHL2SX7nSFceEEfAiFXnOompj/edit?usp=sharing&oid=107033003740597851098&rtpof=true&sd=true>

District Incentive Calendar:

[https://docs.google.com/document/d/17uj4ztaNFzejw-Ytk\\_qkgVvMoWc8WMv/edit?usp=sharing&oid=114332253719506418516&rtpof=true&sd=true](https://docs.google.com/document/d/17uj4ztaNFzejw-Ytk_qkgVvMoWc8WMv/edit?usp=sharing&oid=114332253719506418516&rtpof=true&sd=true)

Sample School Incentive Calendars:

<https://docs.google.com/document/d/1GxCfQ3KVOlpL1cEW91HsdF7wIVbgXyUj/edit?usp=sharing&oid=114332253719506418516&rtpof=true&sd=true>

[https://docs.google.com/document/d/1S52y\\_rQhy\\_eAQ86NlloIJX05fLV8sZdx/edit?usp=sharing&oid=114332253719506418516&rtpof=true&sd=true](https://docs.google.com/document/d/1S52y_rQhy_eAQ86NlloIJX05fLV8sZdx/edit?usp=sharing&oid=114332253719506418516&rtpof=true&sd=true)

<https://docs.google.com/document/d/1B7vqOzkxHEYkcHCUH82CLdJweibE4u2l/edit?usp=sharing&oid=114332253719506418516&rtpof=true&sd=true>

# Attendance (ACE) Strategies



## District Strategies

- Summer Bridge
- 6th and 9th Grade Peer Mentors
- Pathways experiences
- District Incentives (March Madness, Dip Days, ACE Olympics Video and Visual Contest)
- Kindergarten registration
- CBOs incentives (Bikes, Science Center tickets, theme days)
- In home Mental Health Services
- Automated comments in Powerschool
- Quarterly ACE Newsletter
- ACE Brochure
- Home visits
- Engagement and Outreach protocol
- Talk Tuesday
- Intensive case management around homelessness, chronic illness, mental health and domestic violence
- Monitor attendance data and school based practices
- Develop programmatic responses to barriers
- District calendaring (alignment to other districts, reduction of early release days, full day PDs, return from winter break)

## School Strategies

- School incentives (Pie the Principal, Dress down, Movie and Popcorn, etc.)
- Recognizing good and improved attendance
- Engaging school community and climate (greet families at drop off, educators take on caring role, culturally responsive practices)
- Strong communication practices (consistent follow-up from all adults after a student is out)
- Community members wishing students a good day, asking about their day, calling when a student is out
- Weekly ACE team meetings that focus on Tier 2 students
- Meaningful data collection
- Student support team meetings
- Individualized attendance plans
- Resolving barriers around programming, arrival, behaviors, mental health, etc.
- Identifying a mentor or caring adult
- Intensive case management around homelessness, chronic illness, mental health, domestic violence and bullying
- Provide personalized outreach
- Attendance campaigns (monthly themes, special attention to dip days, student incentives)



Celebrations:	Challenges:
<ul style="list-style-type: none"> <li>❑ District Incentive Calendar</li> <li>❑ Media attention around creative district and school based interventions</li> <li>❑ Collaboration with Attendance Works and CSDE</li> <li>❑ School based incentives and calendars</li> <li>❑ 90 Day school plans for start of the school year</li> <li>❑ Parent communication around attendance</li> <li>❑ Personalized communication via parent square and report card conferences</li> <li>❑ Weekly review of the data at the district and school level</li> <li>❑ SMART goals at the school and district level</li> <li>❑ Enrichment activities implemented weekly to engage students in areas of interest</li> <li>❑ Parent workshops on attendance</li> </ul>	<ul style="list-style-type: none"> <li>❑ District ACE team needs dedicated data and monitoring support in order to pull reports, monitoring school based teams and provided regular feedback/next steps.</li> <li>❑ Staffing changes, classes with rotating substitutes and on-boarding/hiring of new staff around normed ACE practices.</li> <li>❑ ½ Day Wednesday and childcare</li> <li>❑ Transportation for students within walking distance or out of zone</li> <li>❑ Budget process for obtaining incentives</li> <li>❑ Staffing needs to support home visits, calls, and number of students on case loads with attendance plans</li> <li>❑ Students with multiple reasons for absences</li> <li>❑ Student illness</li> <li>❑ Focus on Tier 2 while still address Tier 3 outreach and planning for Tier 1 whole school supports</li> </ul>

## Attendance (ACE) Next Steps



### Next Level of Work

The drawing board is always open to new ideas: what haven't we tried?

- Creation of Student Engagement Department with a data person specifically focused on attendance
- Hiring additional SES's and onboarding and shadowing
- Twilight Team
- Spring/Summer work planning for District and School
- 22-23 District ACE Incentive calendar
- Family/Caregiver communication on Attendance supports in school and community
- Opening Health clinics early and updated procedures for medical forms/immunizations and supports for families during enrollment process
- Working with Community partners to support students who are over age and undercredited
- Focus on students with 12-17 absences with review of root cause and implementation of interventions with goals and progress monitoring
- Work plan with Proving Ground to connect data to school and district based strategies



**Featured TT FAQ**

# Talk Tuesday FAQ

**Question:** Does the state collect and report truancy data? Do districts/schools have an opportunity to correct/verify the date?

- In the past, CSDE has collected truancy numbers in the aggregate from each district in the June Collection. This was a self reported total # of students determined to be truant in the school year.
- This year, for the first time, CSDE will collect student level truancy data in the June PSIS Collection.
- Data Field Description, page 24, [Record Layout \(ct.gov\)](https://www.ct.gov/deep/psis/RecordLayout)
  - Truant – Student is truant (“Y” – Yes, “N” – No). An entry in this field is mandatory for the June collection; indicate “yes” for a student, age five to eighteen, inclusive, who is enrolled in a public or private school and has four unexcused absences from school in any one month (i.e., 30-calendar-day period) or ten unexcused absences from school in any school year. Truant is defined in Section 10-198a of the Connecticut General Statutes.
  - Dates for data submission, review/revision, and data freeze. This schedule is the same for truancy and chronic absence data submissions that are part of the June 2022 collection.

Collection	Freeze Cycle	Submission Due Date (TIMELY)	Final Revision Date (ACCURATE)	Freeze Dates
Case Management		Cases Resolved within 10 school days	No open cases more than 20 school days old	
PSIS Summer Roll Up		September 15, 2021	September 30, 2021	
October 2021	Freeze 0 (F0)	October 15, 2021	October 30, 2021	November 1, 2021
	Freeze 1 (F1)			January 31, 2022
	Freeze 2 (F2)			January 31, 2023
PSIS Registration	Testing Accountability Freeze			Date TBD
June 2022	Freeze 1 (F1)	July 14, 2022	August 11, 2022	August 18, 2022



# Upcoming Attendance & Engagement Meetings

Talk Tuesday

Tuesday, **April 19, 2022**

Have a **promising practice or success**  
you want to share?

**Concerns** you want to share through peer discussion?

**Send ideas for topics for discussion to**  
Kari.Sullivan@ct.gov.

Attendance & Engagement  
Community of Practice

Thursday, **April 21, 2022**

**Save the dates!**

All CoPs are held on the 3<sup>rd</sup> Thursday  
of the month from 10 to 11:30 a.m.



# KEEP IN TOUCH!

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860-807-2041

**Stephen Proffitt, SERC**

[proffitt@ctserc.org](mailto:proffitt@ctserc.org)

860-632-1485, ext. 322

