



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Talk Tuesdays

Student Attendance, Engagement, and Support Series

August 9, 2022

Developed by the CSDE in collaboration with Attendance Works & SERC



STATE EDUCATION RESOURCE CENTER

EQUITY | EXCELLENCE | EDUCATION

Who's here today?

Please share in chat:

- name, role, district, or school
- e-mail address



Today's Agenda

Welcome

Christine Kuehlewind, Consultant, SERC

What's New at CSDE and Partners

Kari Sullivan Custer, Attendance & Engagement Consultant, CSDE

Unpacking Data to identify Trends and Root Causes

Kari Sullivan Custer, Education Consultant, CSDE

Carli Rocha-Reaes, Director of School Counseling, Bridgeport Public Schools

Upcoming Attendance & Engagement Meetings



What's New at CSDE

August 4, 2022

- Access Extended: [APEX Learning and Defined Learning - CT Learning Hub Virtual Content Learning Hub](#)
- In Case You Missed It: Commissioner's Back-to-School Meeting - 8 a.m., Wednesday, August 17, 2022, at Berlin High School, 139 Patterson Way, Berlin, CT 06037
- [School Meals Assistance Revenue for Transition \(SMART\) Funds](#)
 - [Attachment 1: Questions and Answers: School Meals Assistance Revenue for Transition funds for School Year 2022-23](#)
 - [Attachment 2: School Meals Assistance Revenue for Transition Funds List of Eligible School Food Authorities for School Year 2022-23](#)
 - [Attachment 3: School Meals Assistance Revenue for Transition Funds Attestation Statement](#)



August 2, 2022

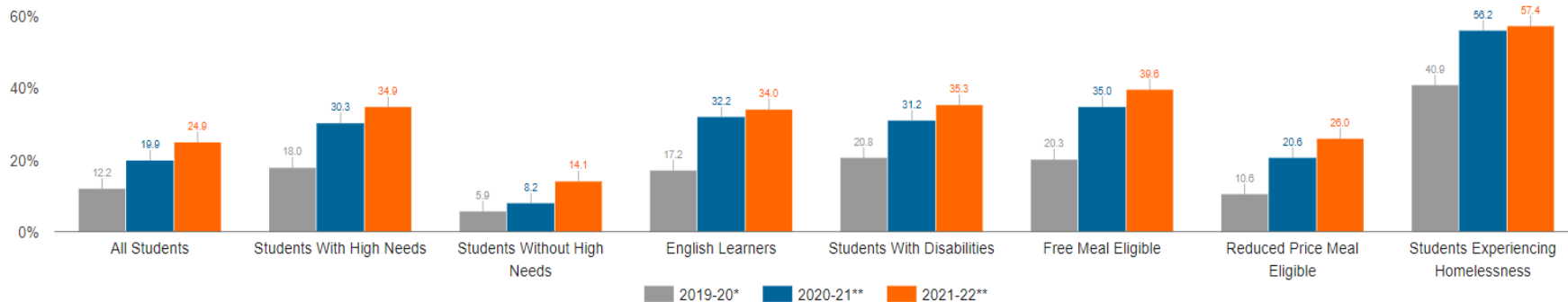
- Back to School Guidance ([press release](#) and [press conference](#))
- [Launching into Healthy Learning - Respiratory Disease Prevention Strategies for School, Child Care, and Camps](#)
- [Launching into Healthy Learning - Operational Strategies](#)

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



Chronic Absence Rates YTD June 2022

Percentage of Students Chronically Absent by Student Group (YTD as of June 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.



Starting off on the right foot!

In the chat:

Identify two district or school-level strategies you are implementing to help students return to school strong with good attendance!

- 1. Before school starts or*
- 2. When school opens*



LAUNCHING INTO HEALTHY LEARNING



LAUNCHING INTO HEALTHY LEARNING – Fall 2022

Respiratory Disease Prevention Strategies for School, Child Care, and Camps:
Continuing forward to support in-person learning and child care.



Minimize impacts from respiratory disease outbreaks and maximize successful in-person learning and child care during the coming school year by thoughtfully employing familiar mitigation strategies.

As we continue last school year's transition away from executive orders to local decision-making regarding COVID-19 response, it is important for schools, child care programs, and youth camps to keep in mind the tools and resources for respiratory disease prevention that remain available to them. As part of this local decision-making process, schools, child care programs and camps are reminded to continue to work collaboratively with their local health departments and members of their communities, including staff and families, to determine which of the various prevention strategies are most appropriate to implement within their facilities. The Connecticut Department of Public Health (DPH) offers the following guidance to assist in local decision-making, in the context of local conditions, to balance respiratory disease prevention measures with maximizing in-person participation opportunities for children.

START HEALTHY with vaccination.

Vaccinations are the **first and most important** line of defense in preventing respiratory diseases like COVID-19 and influenza from disrupting the continuous operation of schools, child care programs, and youth camps. The effectiveness of any other respiratory disease prevention strategy at a school, child care program or youth camp is likely to be dependent on the underlying level of COVID-19 and influenza vaccination in staff and children. **Everyone 6 months of age or older can receive both COVID-19 vaccine and a seasonal vaccine for influenza.** Many school aged children are eligible for a **COVID-19 vaccine booster dose** right now, and it is likely that the Centers for Disease Control and Prevention (CDC) will recommend that **all eligible school aged children should receive a COVID-19 booster dose before winter.** Schools, child care programs, and youth camps should encourage all children and staff to get **up-to-date** with their COVID-19 vaccinations prior to the start of the school year and should encourage the same for seasonal influenza vaccines when they become available this fall. Hosting on-site vaccination clinics is a great way to encourage vaccination and show your support to the children and families you serve. [DPH can assist](#) facility administrators with organizing these events and [local health departments](#) can be a great resource as well.

MAXIMIZE IN-PERSON LEARNING with symptom awareness and at-home testing.

It is clear that in-person attendance provides the greatest benefit to children for both social/emotional/physical wellbeing and academic achievement. CDC recommends that people with symptoms of infectious diseases, including COVID-19, influenza, and gastrointestinal infections should stay home and get tested for COVID-19, and DPH supports this recommendation. However, DPH also recognizes the severe impact this prevention strategy can have on in-person learning opportunities, student achievement, attendance, and engagement for some children and communities. This is especially true during fall and spring allergy seasons and the winter months when mild respiratory symptoms seem to be almost constant. CDC continues to advise that children and staff should not report in-person to school, child care, or camp if they are experiencing **any** COVID-19 symptoms, regardless of a negative test result. While DPH supports CDC's guidance, we also support an alternative approach for those administrators who feel that it may benefit their students and staff by providing more in-person learning opportunities.

Minimize impacts from respiratory disease outbreaks and maximize successful in-person learning and child care during the coming school year by thoughtfully employing familiar mitigation strategies.

1. **Start Healthy** with vaccination
2. **Maximize In-person Learning** with symptom awareness and at-home testing
3. **Use Available Prevention Tools** based on conditions in your area

USE AVAILABLE PREVENTION TOOLS based on conditions in your area.

School districts, child care programs, and youth camps are **still required to report COVID-19 cases** using systems put in place by DPH and OEC, and DPH encourages continued sharing of general information about COVID-19 cases in your facilities with families. However, DPH recommends that school, child care, and camp administrators rely on the CDC [COVID-19 Community Levels](#) to determine when to consider applying enhanced measures for the prevention of respiratory viral diseases (e.g., COVID-19, influenza). Facilities located in counties with **Low** community levels can focus on maximizing in-person learning days and rely on routine everyday strategies to provide healthy learning environments. If their county moves to the **Medium** level, administrators can consider whether implementing some additional prevention strategies could be beneficial in mitigating any impact that increased COVID-19 cases in their community may have on in-person learning. Facilities located in counties with a **High** COVID-19 Community Level can consider whether implementing even more advanced mitigation strategies could be beneficial, including such things as universal masking and contact tracing, to prevent further surges or outbreaks at their facilities. Administrators who may be experiencing case clusters or outbreaks at a facility should [contact DPH](#) and [their local health department](#).

[Fall-2022-Respiratory-Disease-Prevention-Strategies-K12_08012022_FINAL.pdf](#)



LAUNCHING INTO HEALTHY LEARNING – Operational Strategies Fall 2022

Release of Operational Strategies – Fall 2022: Goal: to get Connecticut’s kids back to school, child care, and camp at the scheduled time of the school, to keep them there in-person as much as possible throughout the year, and to keep them healthy and learning all year long.

- 1. COVID-19 Vaccination Clinics:** will be organized for all 36 of CT’s Alliance Districts with mobile vaccination clinics (yellow vans)
- 2. Self-Test Kits:** will be available free of charge to all CT schools, child care, and camps for students, staff, and service providers. Ordered approximate 5 million individual tests and plans to order more.
- 3. Test-Mask-Go (optional):**

Children and staff with mild respiratory disease symptoms (e.g., infrequent cough, congestion, runny nose, sore throat, etc.) the option to continue participating in-person provided:

- they are fever-free (< 100°F) and feel well enough to participate,
- they do not live with anyone who has had COVID-19 in the past 2 weeks,
- they can wear a mask consistently and correctly (if facility operators require them to do so), and
- they test negative for COVID-19 prior to reporting in-person on every day they have symptoms, as well as one final test on the morning their symptoms have completely resolved.

Individuals who have any respiratory disease symptoms should not use the Test-Mask-Go strategy if:

- 1) they have a fever ($\geq 100^{\circ}\text{F}$) or feel feverish (they should not report in-person until their fever has resolved for at least 24 hours without the use of medication) or 2) they live with a person who recently tested positive for COVID-19 (within the past

2 weeks). **School Nurse can be the medical provider to excuse absences due to illness.**

[Download Document](#)





CONNECTICUT STATE DEPARTMENT OF EDUCATION

Unpacking Data to identify Trends and Root Causes

School Team Self-Assessment

School Team Self-Assessment

The goal of this self-assessment is to help school leaders and their teams identify strengths and opportunities to implement a schoolwide attendance strategy. In addition to questions about the team's leadership capacity, the self-assessment is built around the **five key functions of a school team** that effectively address attendance, which are to:

1. *Organize a 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 if you are making a difference*

Instructions for the School Team Self-Assessment:

1. **Take a few minutes to fill out the self-assessment individually.** For each row, check the appropriate box: **Solidly in Place, Measurable Progress, Needs Improvement or Urgent Gap** and make notes about the **Evidence** that provides the rationale for your rating.
2. **Compile the results** so you can see responses across all of the team members who took the surveys.
3. **Discuss the results** of the assessment as a team. If there are differences of opinion about the rating of a self-assessment question, take time to explore the differences in perspective that led to the different responses.
4. **Reach consensus** on what your priorities are for improvement.
5. **Discuss how your team can work together** to support implementation.

When schools are effectively implementing a multi-tiered schoolwide attendance strategy, they need to ensure that they are addressing the needs of all student populations, particularly those which data show are disproportionately chronically absent as compared to the overall student population. These student groups in your school may include students with disabilities, living in poverty, from communities of color, facing high mobility or homelessness, involved in foster care or juvenile justice systems, and experiencing the stress of immigration.



[School-Team-Self-Assessment-rev-2-8-21.pdf](#)
[\(attendanceworks.org\)](#)



Lead a Whole School Approach

Lead A Whole School Approach to Attendance	Solidly in Place	Measurable Progress	Needs Improvement	Urgent Gap	Evidence
1. The principal makes attendance a top priority for the entire school.					
2. The group responsible for organizing the school's attendance strategy is aligned with other school teams to ensure attendance is an integral component of the school's plan to improve outcomes for all children.					
3. Our team members reflect the demographics of our school community and/or are able to bring the perspectives of the student demographics.					
4. Collectively, team members have the authority, will and skill to remove barriers and address inequities.					



Organize a Multi-Tiered Strategy

Organize A Multi-Tiered Strategy	Solidly in Place	Measurable Progress	Needs Improvement	Urgent Gap	Evidence
1. Our regular team agenda is aligned to a multi-tiered system of support.					
2. We proactively promote an engaging school climate.					
3. We have defined when Tier 2 or Tier 3 supports should be offered.					
4. We have a protocol for early personalized outreach to families.					
5. We connect students who are missing too much learning time to one adult in the school (e.g., Mentor or Family Ambassador).					
6. We have a coordinated interagency response to ensure students receive the additional support they need.					



Identify Barriers & Inequities

Identify Barriers & Inequities	Solidly in Place	Measurable Progress	Needs Improvement	Urgent Gap	Evidence
1. We understand the factors that contribute to absences for individuals and groups of students.					
2. We understand the reasons for disproportionate absenteeism among students.					
3. We use qualitative information, drawing upon the perspectives of students and families, to deepen an understanding of the contributing factors and how they might be addressed.					
4. We examine if school policies, procedures or practices contribute to poor attendance.					
5. We align interventions to the reasons for absence.					



Mobilize the School Community

Mobilize the School Community	Solidly in Place	Measurable Progress	Needs Improvement	Urgent Gap	Evidence
1. Our entire school staff has bought into an “all hands on deck” approach to attendance.					
2. We have professional development opportunities that equip the members of our school staff and partners to address attendance.					
3. We routinely communicate with staff and families in a timely manner about attendance expectations and changes to school operations and schedules.					
4. We have a yearly school attendance plan in place that guides the work of the attendance team and galvanizes the school community and partners.					
5. We use existing meetings and processes to promote attendance (e.g., parent-teacher conferences).					
6. Community partners and public agencies are partners in providing support to students and families.					



Examine Attendance Data

Examine Attendance Data	Solidly in Place	Measurable Progress	Needs Improvement	Urgent Gap	Evidence
1. Attendance is taken daily and consistently in a caring way.					
2. We only mark students present for a day if they have received a meaningful amount of instruction.					
3. Our attendance metrics have been expanded to include chronic absence, contact, connectivity, participation and relationships.*					
4. Our data are broken down by grade, race/ethnicity, home language, disability and zip code.					
5. Attendance and chronic absence data, trends, and patterns are monitored every week.					
6. Chronic absence data are used to identify students in need of early or intensive supports.					
7. We have a plan for monitoring attendance in the current school year.					



Monitor Progress

Monitor Progress	Solidly in Place	Measurable Progress	Needs Improvement	Urgent Gap	Comments
1. We have set schoolwide goals for attendance and chronic absence.					
2. We track interventions and identify any implementation issues.					
3. We monitor the efficacy of interventions and expand, modify or abandon based on evidence.					
4. Team members consistently engage in a continuous improvement cycle (e.g., small tests of change using Plan Do Study Act).					
5. We assess whether our work is benefitting a significant number of students.					

**Attendance Works has expanded our metrics beyond chronic absence to include working contact information, connectivity, positive relationships between school staff, families and students and participation in distance learning. For a definition of these metrics, go to <https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/monitoring-attendance-in-distance-learning/>*



2021-2022 at a glance

Satellite, Map and Street Data

Satellite Data

Attendance Comparison -2/2022

District	Student Count	Chronic Abs	Extreme Chronic Abs	Total Attendance Rate
Connecticut	494906	25.25%	0.32%	92.12%
	18333	31.02%	0.66%	90.63%
	15764	47.80%	1.57%	85.98%
	9280	43.57%	1.25%	87.37%
	17992	56.44%	1.37%	84.61%
	17774	38.94%	0.33%	89.18%

Attendance Comparison -3/2022

District	Student Count	Chronic Abs	Extreme Chronic Abs	Total Attendance Rate
Connecticut	494995	24.35%	0.29%	92.18%
	18436	30.95%	0.62%	90.73%
	15706	45.97%	1.41%	86.51%
	9260	44.11%	1.19%	87.49%
	18006	56.21%	1.09%	84.99%
	17833	38.79%	0.26%	89.40%

Attendance Comparison -4/2022

District	Student Count	Chronic Abs	Extreme Chronic Abs	Total Attendance Rate
Connecticut	495322	23.83%	0.29%	92.14%
	18440	29.31%	0.60%	90.71%
	15731	44.77%	1.32%	86.54%
	9283	42.67%	1.18%	87.47%
	18013	55.39%	1.20%	84.90%
	17788	36.74%	0.30%	89.48%

Attendance Comparison -6/2022

District	Student Count	Chronic Abs	Extreme Chronic Abs	Total Attendance Rate
Connecticut	495709	24.94%	0.28%	91.86%
	18480	32.83%	0.48%	90.35%
	15798	45.96%	1.28%	86.30%
	9297	44.10%	1.24%	87.14%
	18014	60.24%	1.16%	84.16%
	17801	40.32%	0.34%	89.09%

Attendance Rate By Grade -4/2022

School	Grade	19-20 Enrollment	19-20 Attendance Rate	20-21 Enrollment	20-21 Attendance Rate	21-22 Enrollment	21-22 Attendance Rate	20-21/21-22 Enrollment Change	20-21/21-22 Attendance Rate Change
Connecticut	00	36805	94.41%	33931	93.45%	36318	91.95%	2387	-1.50%
Connecticut	01	36193	94.96%	35717	93.85%	34128	92.82%	-1589	-1.03%
Connecticut	02	36461	95.33%	35431	94.16%	36086	93.16%	655	-1.00%
Connecticut	03	37021	95.52%	36018	94.40%	35960	93.39%	-58	-1.01%
Connecticut	04	37518	95.61%	36614	94.47%	36656	93.43%	42	-1.04%
Connecticut	05	38700	95.65%	37154	94.28%	36998	93.47%	-156	-0.81%
Connecticut	06	39584	95.63%	38265	93.76%	37475	93.08%	-790	-0.68%
Connecticut	07	40780	95.23%	39227	93.14%	38713	92.82%	-514	-0.32%
Connecticut	08	40571	94.95%	40603	92.46%	39764	92.42%	-839	-0.04%
Connecticut	09	43353	93.94%	42301	91.20%	44043	89.95%	1742	-1.25%
Connecticut	10	40709	94.08%	40610	91.42%	40216	90.24%	-394	-1.18%
Connecticut	11	39697	94.12%	39446	91.70%	38519	90.39%	-927	-1.31%
Connecticut	12	40954	93.12%	40775	90.87%	40451	89.04%	-324	-1.83%
BPS	00	1642	93.19%	1381	90.59%	1549	90.99%	168	0.40%
BPS	01	1574	94.02%	1564	90.97%	1433	92.34%	-131	1.37%
BPS	02	1559	94.37%	1489	91.62%	1528	92.44%	39	0.82%
BPS	03	1648	94.80%	1516	91.60%	1479	92.67%	-37	1.07%
BPS	04	1571	94.93%	1582	92.14%	1552	93.01%	-30	0.87%
BPS	05	1716	94.94%	1422	91.25%	1485	92.80%	63	1.55%
BPS	06	1503	95.50%	1570	90.61%	1402	92.45%	-168	1.84%
BPS	07	1509	94.28%	1384	90.23%	1513	92.48%	129	2.25%
BPS	08	1550	94.05%	1481	89.98%	1459	92.35%	-22	2.37%
BPS	09	1584	90.62%	1328	86.84%	1580	85.16%	252	-1.68%
BPS	10	1251	91.39%	1306	86.78%	1339	84.70%	33	-2.08%
BPS	11	1090	92.32%	1147	89.24%	1074	86.93%	-73	-2.31%
BPS	12	1226	91.96%	1074	87.00%	1047	84.43%	-27	-2.57%

EL Chronic Absenteeism -6/2022

Reporting Name	Student Group	Enrollment	Chronic Abs	Extreme Chronic Abs	Attendance Rate
Connecticut	English Proficient	441748	23.73%	0.24%	92.07%
Connecticut	English Learners	43117	33.99%	0.45%	90.10%
Bridgeport School District	English Proficient	13260	34.43%	0.51%	89.98%
Bridgeport School District	English Learners	4177	27.56%	0.41%	91.53%

Attendance By Homeless -6/2022

Reporting Name	Student Group	19-20 Student Count	19-20 Attendance Rate	20-21 Student Count	20-21 Attendance Rate	21- 22 Student Count	21-22 Attendance Rate	20-21/21-22 Enrollment Change	20-21/21-22 Attendance Rate Change
Connecticut	Students Not Experiencing Homelessness	504430	94.83%	485880	93.02%	487531	91.76%	1651	-0.0126
Connecticut	Students Experiencing Homelessness	3916	88.84%	1735	81.55%	1814	83.48%	79	0.0193
BPS	Students Not Experiencing Homelessness	19316	93.71%	17542	90.18%	17316	90.12%	-226	-0.0006
BPS	Students Experiencing Homelessness	107	86.35%	92	77.91%	123	84.55%	31	0.0664

Special Education 6/2022


Reporting Name	StudentGroup	Category	19-20 Student Count	19-20 Attendance Rate	20-21 Student Count	20-21 Attendance Rate	21-22 Student Count	21-22 Attendance Rate	20-21/21-22 Enrollment Change	20-21/21-22 Attendance Rate Change
<i>Connecticut</i>	<i>Students With Disabilities</i>	<i>Students With Disabilities</i>	80365	92.77%	76487	89.46%	77553	0.8931	1066	-0.15%
BPS	Students With Disabilities	Students With Disabilities	3648	91.96%	3283	86.92%	3256	0.8797	-27	1.05%

Map Data

MOY	EOY
13 % of parents have downloaded the parent square app	18% downloaded the parent square app
Student Success Team members have attended 144 school-based SRBI/MTSS team meetings	Student Success Team members have attended 300 school-based SRBI/MTSS team meetings
73 % of all high school students are actively participating in developmental lessons through Xello	78 % of all high school students are actively participating in developmental lessons through Xello
862 Restorative Interventions implemented	1458 Restorative Interventions implemented
18 hours of district-organized professional development for School Counselors to support SEL & Attendance	23 hours of district-organized professional development for School Counselors to support SEL & Attendance
2 hours of professional development for all administrators-Diversity, Equity & Inclusion (Dr. Derrick Gay)	2 hours of professional development for all administrators-Diversity, Equity & Inclusion (Dr. Derrick Gay) 2 hours of professional development for all clerical-Diversity, Equity & Inclusion (Dr. Derrick Gay)
774 teachers utilizing “Move This World”- SEL program	932 PreK-8 teachers utilizing “Move This World”

Street Data

MOY	EOY
3,572 parents have interacted with parent square	6,345 parent interactions
664 authors (educators) working through parent square	968 authors (educators) working through parent square
200 student referrals to LEAP through SST	Over 500 LEAP Referrals through SST
8 home visitors	50 home visitors
162 mentors matched with high school students	300 mentors matched with high school students
Mental Health "Sway"- 980 views	Mental Health "Sway"- 1798 views
Attendance Awareness "Sway"- 2,080 views	Attendance Awareness "Sway" -2,111 views
71 successful home visits	600 successful home visits
205 students tutored through Caribe	546 students participated in Caribe's educational programs/ tutoring programs (over 5,000 tutoring sessions were held) 891 students participated in Caribe's athletic programs



Challenges
and
Celebrations

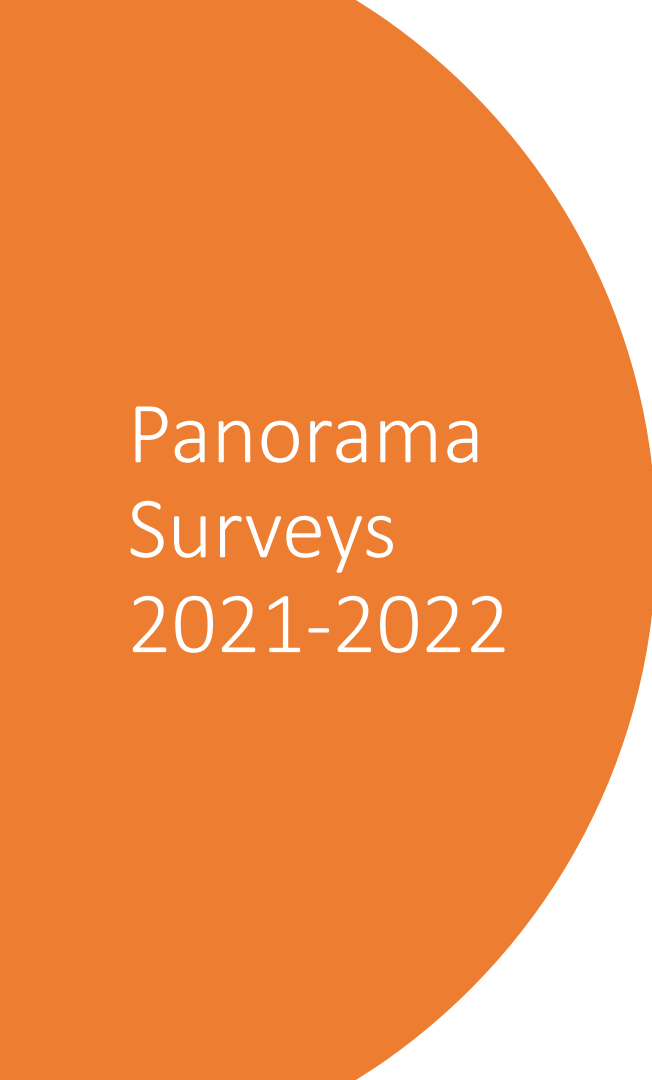
High School Students have lowest attendance rates, followed by kindergarten

Continue to focus on students receiving specialized instruction, specifically students with multiple disabilities, emotional disturbances and ADD/ADHD


We saw a steady decrease of our chronic absenteeism starting in January.

Overall, attendance rate for students with disabilities increased.

Our students experiencing homelessness increased and we were still able to successfully increase their attendance rate.



Panorama Surveys 2021-2022

- Students and staff were surveyed in the fall and spring
 - Family Surveys were implemented for the first time in the spring:
 - family efficacy, barriers to engagement, school safety & family engagement were measured
- 

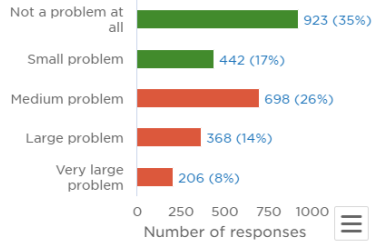
QUESTION

How big of a problem is the following issue for becoming involved with your child's current school: How busy your schedule is?

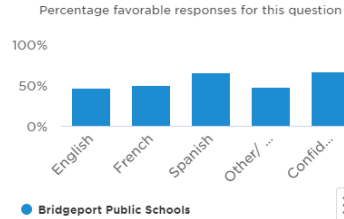
52%
responded favorably



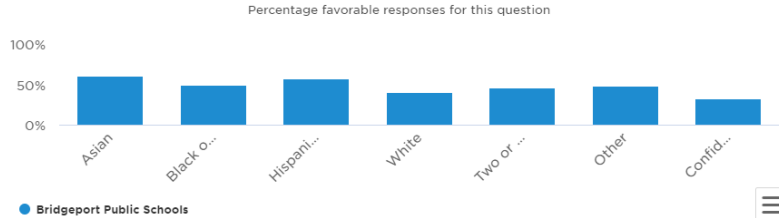
Answer distribution



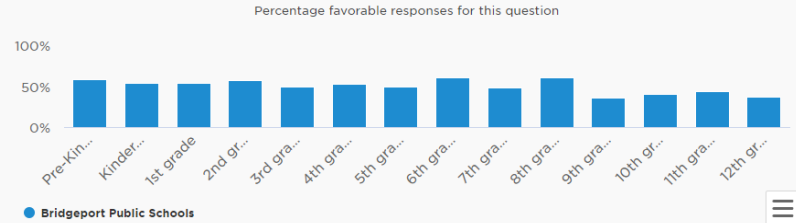
Breakdown by Please indicate the primary language you speak with your child currently. (Please check only one).



Breakdown by What is your child's race or ethnicity?



Breakdown by What grade is your child in?



Looking Ahead

2022-2023 Planning

Summer Planning



Expansion of LEAP program to include 61 **home visitors** and school-based family engagement events



Training for Administrators will include "Building Restorative Schools" and "Engaging Families"



Advanced Restorative Practices training for 30 BPS and RYASAP staff members



8th Grade Transition page on PowerSchool



Expanding Xello to middle school to support Student Success Plans, creating pathways to high school, college and career exploration, self exploration, and exposure to advanced courses.



Have a Wonderful Summer!
BRIDGEPORT STUDENTS & FAMILIES
We look Forward to Seeing you August 29th

Learn more about LEAP Summer Home Visits at LeapBridgeport.com

LEAP Billboards

Bridgeport Public Schools are back in Session
August 29th
Be in the room where it happens



www.leapbridgeport.com/

Sources for Attendance Data

- Current Data – **District PSIS System** reports and/or dashboard
- Monthly Data – CSDE/EdSight, [Supporting Student Participation \(ct.gov\)](#)
- Yearly Trend Data– [EdSight Home Page \(ct.gov\)](#)



Resources for Tracking Attendance

- [Monitoring Current Data Trends to Support Improved Attendance & Engagement](#) Ajit Gopalakrishnan, Chief Performance Officer, CSDE, February 17, 2022, [Watch recording](#).
 - [Download Protocol Tool](#)
- [PSIS Reference Guide 2022-23](#)
 - [Appendix F - Guidelines for Reporting Student Attendance in the Public School Information System \(PSIS\)](#)
 - [Appendix L - Reporting Information about Students who are Disengaged](#)
- [Guidelines for Excused and Unexcused Absences \(ct.gov\)](#)
- 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. For the purpose of truancy, a calendar month is a period of time (e.g., Sept. 6th to Oct. 5th) vs a specific month named in the calendar. Truant is defined in Section 10-198a of the Connecticut General Statutes.



Supporting Student Participation

Supporting Student Participation in 2021-22

In 2021-22, all school districts are expected to provide full-time, in-person learning for all students. Remote learning may only be used to provide continued educational opportunities: (1) for students who must be in COVID-19 isolation or quarantine, (2) to add students with elevated risks from COVID-19 exposure due to co-habiting family members with documented vulnerability to COVID-19.

The data on this page are intended to provide transparency regarding student attendance and learning models in public school. Check out the CSDE's [Chronic Absence Page](#) for resources on supporting greater student attendance.

Monthly Attendance Report

To support attendance and engagement of students as they participate in varied school learning models, the CSDE established a new system to collect student-level attendance data on a monthly basis. This collection allows for more detailed reporting of student attendance for the 2021-22 academic year:

[+ 2020-21 Reports \(PDF\)](#)

District-level disaggregated data by student group along with data visualizations will be used by CSDE staff to identify and support districts where year-to-date attendance is substantially lower than in the previous school year. CSDE is also partnering with the UConn Center for Education Policy to bring together the latest research, national experts, and promising practices.

An interactive map and additional data files are also available below.

Statewide Attendance

Data Files

- [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 \(.xlsx\)](#)



Questions?



Upcoming Attendance & Engagement Meetings

Talk Tuesday Summer Series 10:00-11:00 am

7/12 – *School Attendance Teams are Foundational to Improving Attendance* [Watch recording!](#)

7/26 – *It all Starts with a Strong Tier 1 School Climate to Support Attendance and Engagement*
[Watch recording!](#)

8/9 – Tracking and Monitoring Attendance Data for ALL students, Watch for recording on [Talk Tuesday Webpage!](#)

8/23 – Equitable and Inclusive Partnerships with Families to Support Student Attendance and Engagement – Judy Carson, CSDE



KEEP IN TOUCH!

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