



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Talk Tuesdays

Student Attendance, Engagement, and Support Series

November 1, 2022

Developed by the CSDE in collaboration with Attendance Works & SERC



STATE EDUCATION RESOURCE CENTER

EQUITY | EXCELLENCE | EDUCATION

Today's Agenda

Welcome

Stephen Proffitt and Christine Kuehlewind, State Education Resource Center (SERC)

What's New at CSDE and Partners

Kari Sullivan Custer, Attendance & Engagement Consultant, CSDE

Is Everyone Welcomed?

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

Upcoming Attendance & Engagement Meetings

Christine Kuehlewind, SERC



What's New at CSDE

October 31, 2022

- Connecticut Automatic Admissions Program – [Website](#) and [Webinar](#)

October 27, 2022

- [2022-2023 American Rescue Plan Elementary and Secondary School Emergency Relief \(ARP ESSER\) Fund - Maintenance of Equity Requirements](#)
- [School Mental Health Workers Grant Program - \\$5 Million](#)
- [Virtual Session on Financial Aid and the Pledge to Advance Connecticut \(PACT\) for CT State](#)

October 24, 2022

- [ESSER Liquidation Extension](#)
 - [ESSER Liquidation Request Template](#)

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



EdSight: Chronic Absence Data

1. **Yearly Trends:** EdSight www.edsight.ct.gov
2. **Monthly Reports:** Supporting Student Attendance Dashboard (EdSight – bottom of page)

September YTD Attendance Data is Live on EdSight!





EdSight

Connecticut's official source for education data

Welcome to EdSight

Interactive data portal for Connecticut's public districts, schools, and programs

Students with High Needs



Certified Staff of Color



Connecticut
Report Cards

Visual, multi-year reports with up-to-date district and school metrics



Analyze and visualize data regarding the employment (past and present) of educators of color for all districts and the state as a whole.

[View Our Diversity Dashboard](#)

[View Accountability Index Report](#)



FAFSA

Connecticut Free Application for Federal Student Aid (FAFSA®) Completion Rates.

[View FAFSA Report](#)



Resident Town D

View enrollment, attendance, and achievement data by resident town, including [Sheff Magnet Schools](#).

[View Resident Town Dashboard](#)



Supporting Participation

To support attendance and engagement of students, the CSDE established a new system to collect student-level attendance data on a monthly basis.

[View Student Participation Dashboard](#)

Search for schools or districts

Find address, contact information, and websites for schools and districts

[Search Now](#)

Related Links

[Condition of Education](#)

[Data Dictionary](#)

[Data Suppression Guidelines](#)

EdSight Support

[Email EdSight Help Desk](#)

September YTD Attendance Data



INSIGHT INTO EDUCATION

Connecticut State
Department of Education



Supporting Student Participation in 2022-23

To support attendance and engagement of students through the COVID-19 pandemic, the CSDE established a system in September 2020 to collect student-level attendance data on a monthly basis. This collection allows for more detailed reporting of student attendance by district, school, and student group. District-level disaggregated data by student group along with data visualizations are used by CSDE staff to identify and support districts. CSDE is also partnering with the State Education Resource Center (SERC) to build communities of practice and a system of supports for districts that bring together the latest research, national experts, and promising practices. An interactive map and additional data files are also available below.

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 by district, school, and student group. The following reports are the monthly summaries for the 2020-21 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 State Education Resource Center (SERC) to build communities of practice and a system of supports for districts that bring together the latest research, national experts, and promising practices.

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

Statewide Attendance

Current 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)

[+ 2021-22 Data Files](#)



[Supporting Student
Participation \(ct.gov\)](#)



Download & Save the September Report

| A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T |
|-------------------|------------------------|------------|----------|------------|---------|---------|----------|----------|------------|------------|--------|----------------|-----------------|---|---|---|---|---|---|
| ReportingDistrict | Category | StudentCou | ChronAbs | xtChronAbs | RemoteD | RemoteD | Students | rsronMem | PersonAttr | RemoteAttr | TotAtt | Rate | ReportingPeriod | | | | | | |
| 00000CT | Connectic All Studen | 492610 | 0.2283 | 0.0062 | 3249 | 0.0234 | 3.5411 | 0.9988 | 0.9359 | 0.7441 | 0.9356 | September 2022 | | | | | | | |
| 0010011 | Andover S All Studen | 165 | 0.2545 | 0 | 0 | 0 | 0 | 1 | 0.9232 | | 0.9232 | September 2022 | | | | | | | |
| 0020011 | Ansonia S All Studen | 2209 | 0.2707 | 0.0086 | 125 | 0.211 | 3.728 | 0.9893 | 0.9344 | 1 | 0.9351 | September 2022 | | | | | | | |
| 0030011 | Ashford S All Studen | 329 | 0.1976 | 0 | 0 | 0 | 0 | 1 | 0.9359 | | 0.9359 | September 2022 | | | | | | | |
| 0040011 | Avon Scho All Studen | 3047 | 0.2278 | 0 | 0 | 0 | 0 | 1 | 0.9513 | | 0.9513 | September 2022 | | | | | | | |
| 0050011 | Barkham's All Studen | 193 | 0.2124 | 0 | 0 | 0 | 0 | 1 | 0.9331 | | 0.9331 | September 2022 | | | | | | | |
| 0070011 | Berlin Sch All Studen | 2622 | 0.2555 | 0 | 0 | 0 | 0 | 1 | 0.9467 | | 0.9467 | September 2022 | | | | | | | |
| 0080011 | Bethany S All Studen | 403 | 0.129 | 0 | 0 | 0 | 0 | 1 | 0.9713 | | 0.9713 | September 2022 | | | | | | | |
| 0090011 | Bethel Sch All Studen | 3120 | 0.211 | 0.0026 | 89 | 0.1031 | 3.618 | 0.9948 | 0.953 | 1 | 0.9532 | September 2022 | | | | | | | |
| 0110011 | Bloomfield All Studen | 1719 | 0.1896 | 0.007 | 0 | 0 | 0 | 1 | 0.9328 | | 0.9328 | September 2022 | | | | | | | |
| 0120011 | Bolton Sch All Studen | 721 | 0.1012 | 0 | 0 | 0 | 0 | 1 | 0.9634 | | 0.9634 | September 2022 | | | | | | | |
| 0130011 | Bozrah Sch All Studen | 152 | 0.0855 | 0 | 0 | 0 | 0 | 1 | 0.9637 | | 0.9637 | September 2022 | | | | | | | |
| 0140011 | Branford S All Studen | 2528 | 0.1392 | 0.004 | 0 | 0 | 0 | 1 | 0.9467 | | 0.9467 | September 2022 | | | | | | | |
| 0150011 | Bridgeport All Studen | 18258 | 0.3267 | 0.0119 | | | | | | | 0.9177 | September 2022 | | | | | | | |
| 0170011 | Bristol Sch All Studen | 7477 | 0.197 | 0.0031 | | | | | | | 0.9336 | September 2022 | | | | | | | |
| 0180011 | Brookfield All Studen | 2530 | 0.2522 | | 77 | 0.1111 | 3.6494 | 0.9944 | 0.9464 | 1 | 0.9467 | September 2022 | | | | | | | |
| 0190011 | Brooklyn S All Studen | 805 | 0.1329 | 0 | 0 | 0 | 0 | 1 | 0.9486 | | 0.9486 | September 2022 | | | | | | | |
| 0210011 | Canaan Sc All Studen | 72 | 0.3056 | 0 | 0 | 0 | 0 | 1 | 0.9472 | | 0.9472 | September 2022 | | | | | | | |
| 0220011 | Canterbur All Studen | 426 | 0.1854 | 0 | 0 | 0 | 0 | 1 | 0.9381 | | 0.9381 | September 2022 | | | | | | | |
| 0230011 | Canton Sch All Studen | 1487 | 0.2078 | 0 | 0 | 0 | 0 | 1 | 0.9544 | | 0.9544 | September 2022 | | | | | | | |
| 0240011 | Chaplin Sc All Studen | 118 | 0.2119 | 0 | 0 | 0 | 0 | 1 | 0.9241 | | 0.9241 | September 2022 | | | | | | | |
| 0250011 | Cheshire S All Studen | 4085 | 0.1851 | 0.0015 | 26 | 0.0252 | 3.9615 | 0.9987 | 0.9568 | 0.9126 | 0.9567 | September 2022 | | | | | | | |
| 0260011 | Chester Sc All Studen | 222 | 0.3514 | 0 | 0 | 0 | 0 | 1 | 0.9237 | | 0.9237 | September 2022 | | | | | | | |
| 0270011 | Clinton Sch All Studen | 1440 | 0.1132 | 0.0042 | 60 | 0.1507 | 3.6167 | 0.9928 | 0.9537 | 1 | 0.954 | September 2022 | | | | | | | |
| 0280011 | Colchester All Studen | 2125 | 0.1529 | 0.0122 | 0 | 0 | 0 | 1 | 0.9359 | | 0.9359 | September 2022 | | | | | | | |
| 0290011 | Colebrook All Studen | 72 | 0.1389 | 0 | 0 | 0 | 0 | 1 | 0.9497 | | 0.9497 | September 2022 | | | | | | | |
| 0300011 | Columbia All Studen | 431 | 0.1299 | 0 | 0 | 0 | 0 | | | | 0.9524 | September 2022 | | | | | | | |
| 0310011 | Cornwall S All Studen | 92 | 0.2174 | 0 | 0 | 0 | 0 | 1 | 0.952 | | 0.952 | September 2022 | | | | | | | |
| 0320011 | Coventry S All Studen | 1546 | 0.1552 | | | | | | | | 0.9413 | September 2022 | | | | | | | |
| 0330011 | Cromwell All Studen | 1890 | 0.1016 | 0 | 0 | 0 | 0 | 1 | 0.9562 | | 0.9562 | September 2022 | | | | | | | |
| 0340011 | Danbury S All Studen | 11921 | 0.2676 | 0.0132 | 118 | 0.0349 | 3.4815 | 0.9897 | 0.9336 | 0.1892 | 0.9336 | September 2022 | | | | | | | |

Who on your Attendance Team is the expert in Excel?



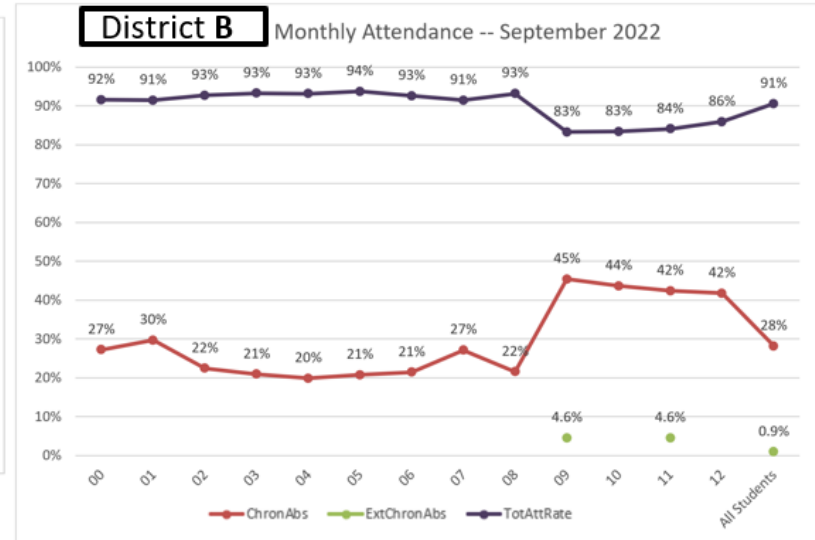
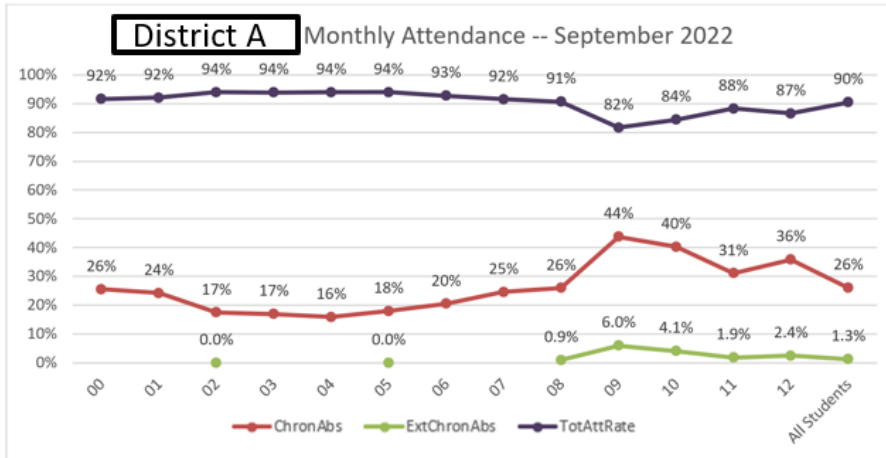
Monitoring Trends

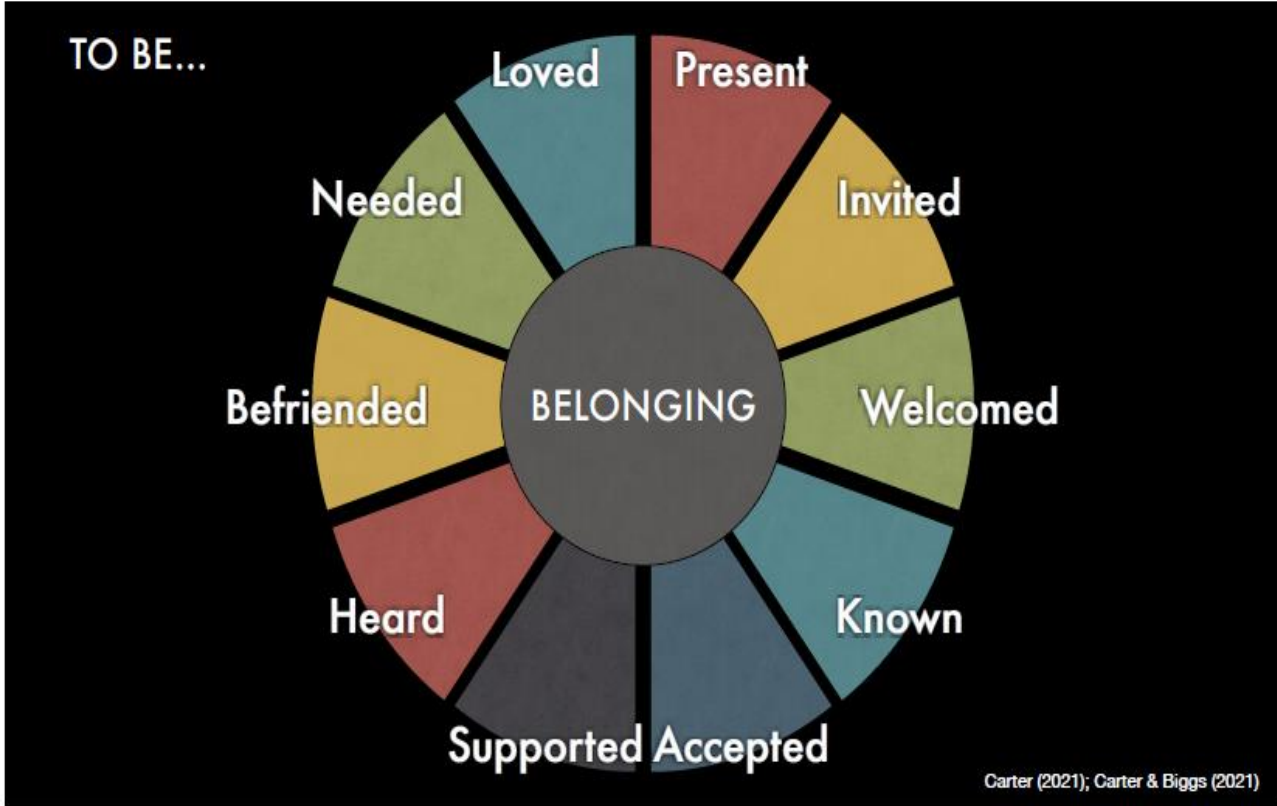
| ReportingDistrictName | CA YTD Sep 2021 | EdSight June 2022 | CA YTD Sept 2022 |
|-----------------------|-----------------|-------------------|------------------|
| Connecticut | 21.8% | 23.7% | 22.8% |
| | 33.3% | 27.8% | 32.7% |
| | 31.9% | 46.0% | 26.9% |
| | 27.3% | 35.7% | 26.1% |
| | 33.6% | 41.2% | 26.0% |
| | 48.8% | 58.1% | 45.4% |
| | 30.5% | 34.8% | 35.3% |
| | 22.1% | 22.1% | 20.5% |
| | 24.9% | 39.5% | 17.2% |
| | 26.4% | 39.5% | 38.3% |
| | 27.3% | 46.0% | 28.2% |

How are we doing compared to last September or compared to end of the school year last year?



Daily Attendance, CA and Ext CA (25%) Rate





**Belonging is not a special
need, it is a universal need.**

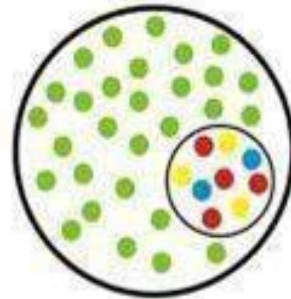
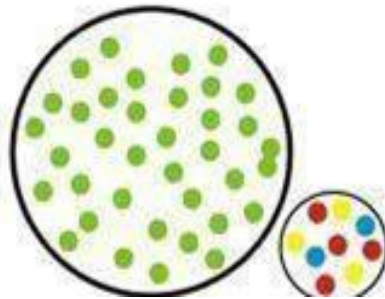
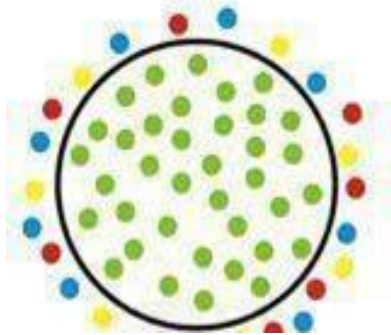
“For every student who remains educationally segregated there are other students with similar attributes, abilities, and needs who are successfully included.

This simple fact suggests that whether a student with a disability is meaningfully included may have less to do with his or her characteristics and more to do with the attitudes, skills, structure, and practices of the adults responsible for providing education.”

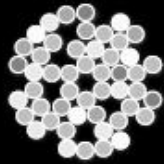
MICHAEL GIANGRECO | UNIVERSITY OF VERMONT



Inclusion



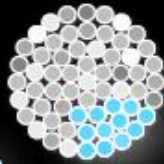
Which portrait describes the schools and districts in your state?
What would it take to move toward inclusion and belonging?



Exclusion



Segregation



Integration



Inclusion



Belonging



EVERYBODY
WELCOME?

To Be Welcomed

Are students received by others at the school with warmth, friendliness, and authentic delight?

| WHAT ARE WE DOING REALLY WELL RIGHT NOW? | WHAT COULD WE DO BETTER OR DIFFERENT? | WHAT SHOULD WE DO NEXT AS A SCHOOL? |
|--|--|---|
| | | |



To Be Known

Are students treated as unique individuals, recognized for their strengths, and appreciated for who they are?

| WHAT ARE WE DOING REALLY WELL RIGHT NOW? | WHAT COULD WE DO BETTER OR DIFFERENT? | WHAT SHOULD WE DO NEXT AS A SCHOOL? |
|--|--|--|
| | | |



To Be Accepted

Are students with disabilities embraced without condition and viewed as equals by their peers?

| WHAT ARE WE DOING REALLY WELL RIGHT NOW? | WHAT COULD WE DO BETTER OR DIFFERENT? | WHAT SHOULD WE DO NEXT AS A SCHOOL? |
|--|--|---|
| | | |



5. TO BE
ACCEPTED

To Be Supported

Are they receiving the assistance they need to participate fully and meaningfully in all aspects of the life of their school?

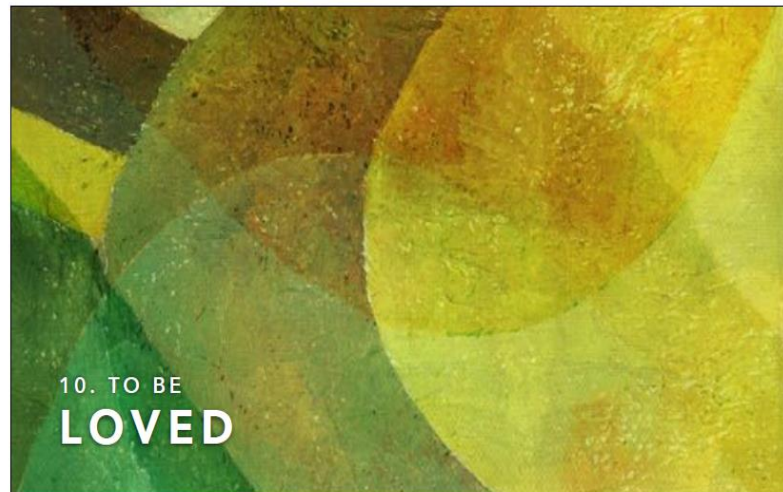
| WHAT ARE WE DOING REALLY WELL RIGHT NOW? | WHAT COULD WE DO BETTER OR DIFFERENT? | WHAT SHOULD WE DO NEXT AS A SCHOOL? |
|--|--|---|
| | | |

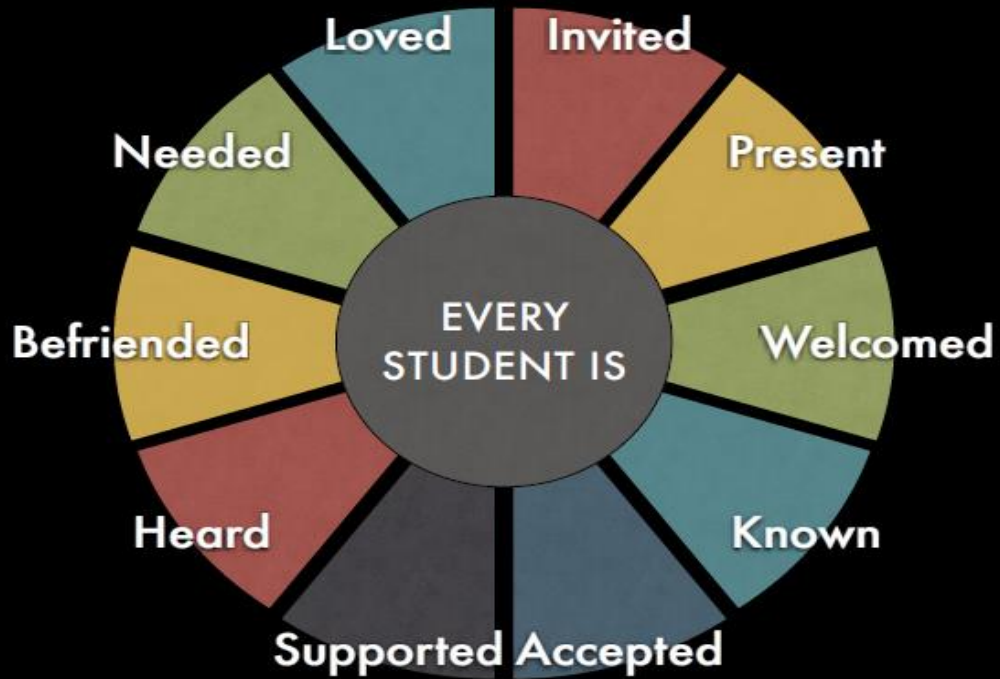


To Be Loved

Are students experiencing the deep and gracious love of others?

| WHAT ARE WE DOING REALLY WELL RIGHT NOW? | WHAT COULD WE DO BETTER OR DIFFERENT? | WHAT SHOULD WE DO NEXT AS A SCHOOL? |
|--|--|---|
| | | |





Upcoming Attendance & Engagement Meetings

Talk Tuesdays 2022-23 School Year

- Fall sessions will focus on *strategies that worked in 2021-22* and feature districts that improved attendance across the district, in a school, particular grade or group of students.
- **November 15th**
- **November 29th** – DCF Careline and Stamford Youth Services
- **December 13th**



KEEP IN TOUCH!

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