



CONNECTICUT STATE DEPARTMENT OF EDUCATION

# Talk Tuesdays

Student Attendance, Engagement, and Support Series

December 13, 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

## **Personal Interest Projects for Credit**

Dr. Liz Radday, Director of School Services, EdAdvance

Matt Mervis, EdAdvance

Kelly Brooks, Montville Public Schools

## **Upcoming Attendance & Engagement Meetings**

Christine Kuehlewind, SERC



# What's New at CSDE

**December 9, 2022**

- [CSDE Releases 2021-22 Next Generation Accountability Results](#)
- [Hartford Area Regional School Choice Office Live](#)
- [Computer Science Education Week](#)
- [Interactive Learning Session for Parents and Families on EdSight: December 14, 2022, 5:00–6:00 p.m. Spanish version](#)

**December 1, 2022**

- [U.S. Department of Energy Announces \\$80 Million Program for Energy Upgrades in Public Schools](#)

**November 21, 2022**

- [Student Address Collection](#)
- [Interdistrict Cooperative Grant Program](#)

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



# Attendance & Engagement E-Learning Series with Attendance Works



Register for  
Sessions 1-3 today!

**Is your school struggling  
with student attendance  
or are you concerned  
about the spike in  
absenteeism during the  
pandemic?**

## Info Session for District & BOE Leaders — December 1, 2022

Learn about the E-Learning Series and if it's  
a match for a school team in your district.

Register for this  
session only

## Session 1 — January 23, 2023

**Whole School Engagement Strategies for Reducing  
Student Absenteeism**

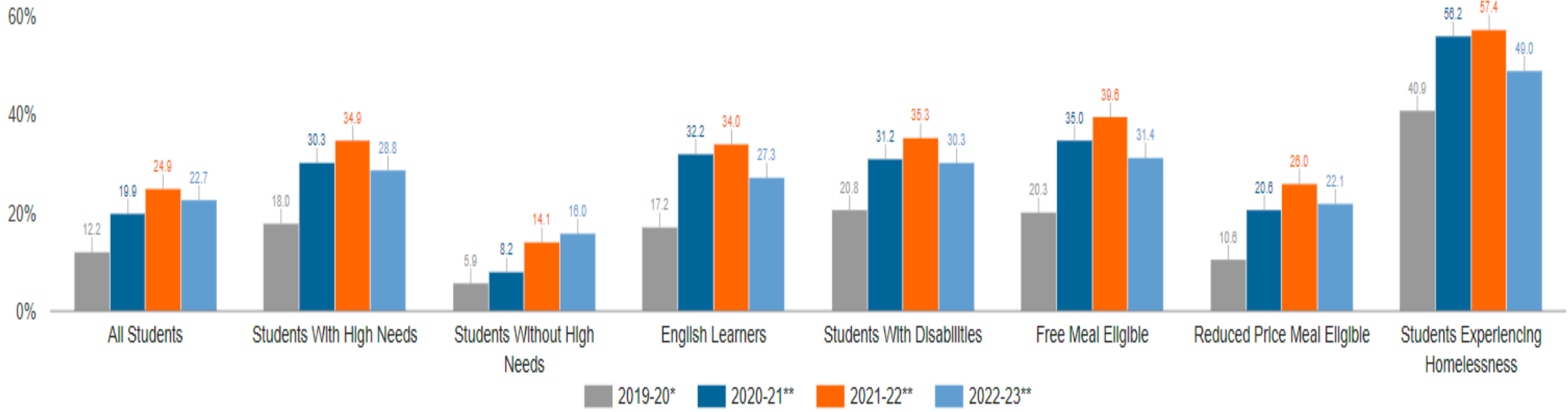
- Understand the impact of chronic absence on student

<https://portal.ct.gov/-/media/SDE/Digest/2022-23/ELearningFlyer.pdf>



# Supporting Student Participating in 2022-23

Percentage of Students Chronically Absent by Student Group (YTD as of October 2022 compared to 2021-22, 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.



# Supporting Student Participating in 2022-23



## 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.

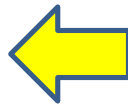
#### Current Data Files

- 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

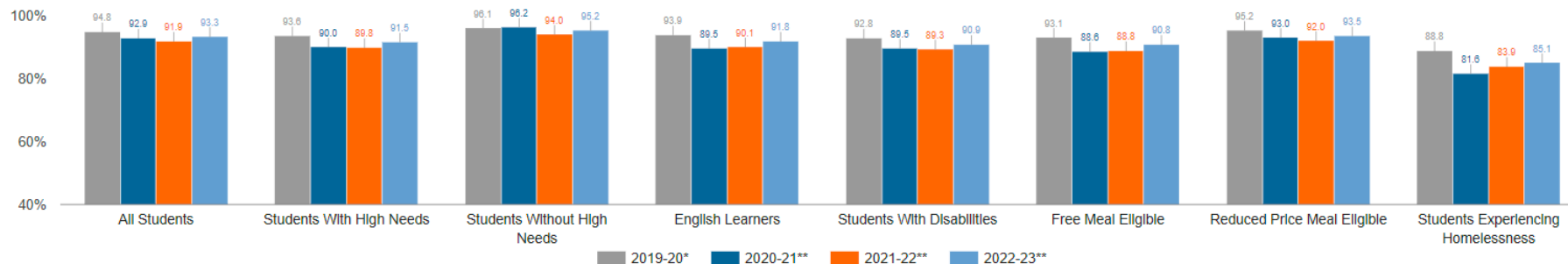
- Attendance Rates for State and Districts, Student Groups by tab (.xlsx)
- Chronic Absence Rates and Remote Attendance Information for State and Districts, Student Groups by tab (.xlsx)
- Attendance Rates for Schools (.xlsx)

### Statewide Attendance



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

Attendance Rate by Student Group (YTD as of October 2022 compared to 2021, 2022, 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.



# District and School-level Data

## Download Excel Spreadsheets

Excel 0222\_InPerRemote\_District\_Suppressed\_October\_2022\_20221122 - View-only

Search (Alt + Q)

File Home Insert Draw Page Layout Formulas Data Review View Help Viewing

ReportingDistrictCode

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
1	ReportingDistrictCode	ReportingDistrict	Category	StudentCount	ChronAbs	xtChronAbth	Remote	RemoteD	Students	PersonMem	PersonAttr	RemoteAttr	Total	Rate	ReportingPeriod					
2	00000CT	Connectic	All Studen	493027	0.2274	0.0041	8144	0.0449	2.7192	0.9989	0.9338	0.7664	0.9336	October 2022						
3	0010011	Andover S	All Studen	165	0.3636	0	0	0		1	0.9171		0.9171	October 2022						
4	0020011	Ansonia Sc	All Studen	2203	0.2583		186	0.3373	3.9946	0.9915	0.9335		1	0.9341	October 2022					
5	0030011	Ashford Sc	All Studen	332	0.3193	0	0	0		1	0.9274		0.9274	October 2022						
6	0040011	Avon Scho	All Studen	3052	0.1782		0	0		1	0.9505		0.9505	October 2022						
7	0050011	Barkhams	All Studen	195	0.2103	0	0	0		1	0.9357		0.9357	October 2022						
8	0070011	Berlin Sch	All Studen	2629	0.2103		0	0		1	0.9478		0.9478	October 2022						
9	0080011	Bethany S	All Studen	404	0.1064	0	0	0		1	0.9613		0.9613	October 2022						
10	0090011	Bethel Sch	All Studen	3124	0.1572		113	0.1261	3.4867	0.9967	0.9516		1	0.9517	October 2022					
11	0110011	Bloomfiel	All Studen	1708	0.185	0.0047	0	0		1	0.9324		0.9324	October 2022						
12	0120011	Bolton Sch	All Studen	721	0.1567	0	0	0		1	0.9582		0.9582	October 2022						
13	0130011	Bozrah Sch	All Studen	152	0.1053	0	0	0		1	0.956		0.956	October 2022						
14	0140011	Branford S	All Studen	2518	0.2097	0.0028							0.9428	October 2022						
15	0150011	Bridgepor	All Studen	18332	0.2993	0.0068							0.9163	October 2022						
16	0170011	Bristol Sch	All Studen	7497	0.2688	0.0021	24	0.0071	2.2083	0.9998	0.933	0.6604	0.9329	October 2022						
17	0180011	Brookfield	All Studen	2536	0.1964		84	0.1159	3.5	0.997	0.9481	0.9796	0.9481	October 2022						
18	0190011	Brooklyn S	All Studen	803	0.2677	0	0	0		1	0.9362		0.9362	October 2022						
19	0210011	Canaan Sc	All Studen	71	0.1549	0	0	0		1	0.9641		0.9641	October 2022						
20	0220011	Canterbur	All Studen	427	0.1546	0	0	0		1	0.9459		0.9459	October 2022						
21	0230011	Canton Sc	All Studen	1485	0.202								0.9448	October 2022						
22	0240011	Chaplin Sc	All Studen	128	0.2891		0	0		1	0.9304		0.9304	October 2022						
23	0250011	Cheshire S	All Studen	4092	0.1576		47	0.0393	3.4255	0.999	0.954	0.9317	0.9539	October 2022						
24	0260011	Chester Sc	All Studen	221	0.3258	0	0	0		1	0.936		0.936	October 2022						
25	0270011	Clinton Sc	All Studen	1442	0.1276		73	0.1824	3.6027	0.9955	0.9473	0.9962	0.9475	October 2022						
26	0280011	Colchester	All Studen	2126	0.2037	0.0042							0.9356	October 2022						
27	0290011	Colebrook	All Studen	72	0.1806	0	0	0		1	0.9538		0.9538	October 2022						
28	0300011	Columbia	All Studen	433	0.1224	0							0.9523	October 2022						
29	0310011	Cornwall S	All Studen	93	0.2473	0	0	0		1	0.9445		0.9445	October 2022						
30	0320011	Cove	All Studen	1548	0.2326								0.9407	October 2022						

By All By\_Grade By\_HighNeedsCrossTabs By\_HighNeedsAll By\_FRL By\_EL By\_SpEd By\_PrimDis By\_Race By\_Gender By\_Homeless +

[0222\\_InPerRemote\\_District\\_Suppressed\\_October\\_2022\\_20221122.xlsx \(live.com\)](#)



# Accountability Results for 2021-22 Released

## Press Releases



12/08/2022

## CSDE Announcement: Accountability Results Show the Pandemic Impacted Indicators Beyond Test Scores

(Hartford, CT) - Today, the Connecticut State Department of Education (CSDE) is releasing [results from the 2021-22 Next Generation Accountability System](#)—a system where schools and districts earn points on a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers, and life. The system moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Today's results build on the CSDE's [August 25 release](#) of state assessment results, which showed some signs of learning acceleration, but that student achievement still lagged pre-pandemic levels. The accountability results show that in addition to academic achievement, other indicators such as chronic absenteeism, on-track to high school graduation, postsecondary entrance, and physical fitness also lag pre-pandemic levels. Indicators such as academic growth, high school graduation, and arts access show increases.

[Next Generation Accountability Results \(ct.gov\)](#)



[CSDE Announcement: Accountability Results Show the Pandemic Impacted Indicators Beyond Test Scores](#)





# Accountability Results for 2021-22 Released

**Table 1: Statewide Trend of Next Generation Accountability Results**

	Indicator	2016-17	2017-18	2018-19	2021-22	
1a.	ELA Performance Index – All Students	67.1	67.6	67.7	64.2	↓
1b.	ELA Performance Index – High Needs Students	55.9	57.5	58.1	54.2	↓
1c.	Math Performance Index – All Students	62.2	62.7	63.1	58.6	↓
1d.	Math Performance Index – High Needs Students	50.5	52.0	52.7	47.7	↓
1e.	Science Performance Index – All Students			63.8	61.4	↓
1f.	Science Performance Index – High Needs Students			54.2	51.3	↓
2a.	ELA Avg. Percentage of Growth Target Achieved – All Students	55.4%	60.7%	59.9%	60.4%	↑
2b.	ELA Avg. Percentage of Growth Target Achieved – High Needs Students	49.8%	55.6%	55.1%	56.2%	↑
2c.	Math Avg. Percentage of Growth Target Achieved – All Students	61.7%	61.9%	62.5%	65.2%	↑
2d.	Math Avg. Percentage of Growth Target Achieved – High Needs Students	53.7%	55.4%	55.2%	59.1%	↑
2e.	Progress Toward English Proficiency – Literacy			60.0%	64.9%	↑
2f.	Progress Toward English Proficiency – Oral			52.1%	57.4%	↑
4a.	Chronic Absenteeism – All Students	9.9%	10.7%	10.4%	23.7%	↓
4b.	Chronic Absenteeism – High Needs Students	15.8%	16.6%	16.1%	34.0%	↓
5	Postsecondary Preparation	70.7%	74.8%	80.0%	84.7%	↑
6	Postsecondary Readiness	43.5%	44.8%	42.6%	41.5%	↓
7	On-track to High School Graduation	87.8%	87.5%	88.0%	82.7%	↓
8	4-year Graduation - All Students	87.4%	87.9%	88.3%	89.6%	↑
9	6-year Graduation - High Needs Students	82.0%	81.8%	83.3%	85.2%	↑
10	Postsecondary Entrance	72.0%	70.9%	70.9%	66.1%	↓
11	Physical Fitness	51.6%	50.1%	52.9%	45.8%	↓
12	Arts Access	50.5%	51.2%	51.9%	52.4%	↑
	<b>Accountability Index</b>	<b>73.2</b>	<b>74.9</b>	<b>74.2</b>	<b>69.6</b>	↓






# Personal Interest Projects for Credit

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Talk Tuesday  
December 13, 2022



# Our Presenters

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**Dr. Liz  
Radday**



**Matt Mervis**



**Kelly Brooks**

# Agenda

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- Welcome & Intros
- About Skills21 + Personalized Projects
- The Skills21 PIP Model
- PIP for Credit Recovery, Re-engaging
- Students on Their Projects
- Questions and Takeaways



# About Skills21 at EdAdvance

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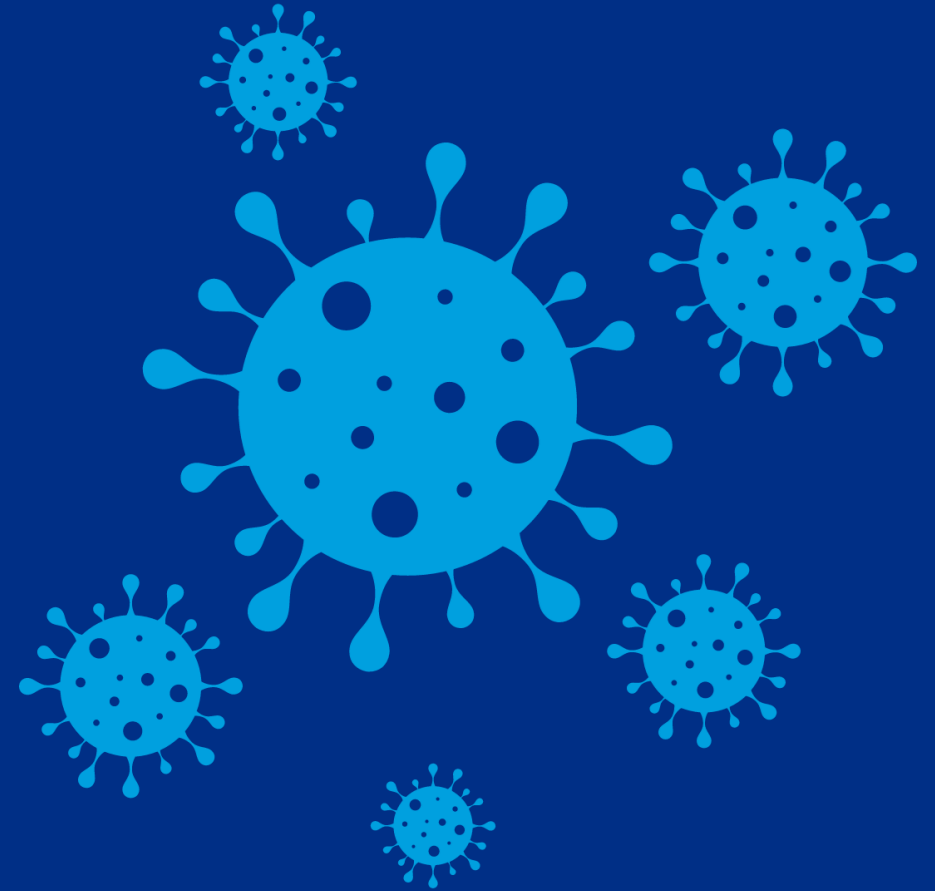
- Regional Education Service Center in NW CT.
- Challenge based, hand-on learning experiences
- Capstone for over a decade, PIP since 2020



# OUR ORIGIN STORY

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- Academy model ending with Capstone for 10+ years
- Capstone Curriculum with phases and activities
- PIP - a short project like a Capstone: 3 Phases, 12 Tasks, 20 Videos
- Learn, Solve, Make, Do



# What is a PIP Project?

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- Project that is *student-designed, student-driven*
- Student's passions, interests or career goals
- Requires a learning stretch
- Exhibition with an authentic audience
- Demonstrate the vision of a graduate skills
- Extended period of time
- Self-reflection throughout the process
- Requires collaboration

# PIP in a WIDE Range of Settings

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- 1 semester/trimester course
- Full year course
- Part of academic course
- Gifted and talented
- Credit recovery
- Juvenile Justice System





# PIP PHASES + ACTIVITIES

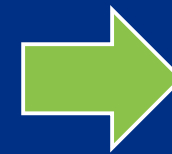
## Discover

1. Personal Discovery
2. Learn, Solve, Make, Do
3. Pick a Project
4. Project Proposal



## Create

1. Investigate
2. Time Management
3. Project Pitch
4. Post to Your Blog



## Share

1. Profile Homepage
2. Project Trailer
3. Final Pitch
4. PIP Final Reflection



# The PIP Academic “Foundation”

## FIND MY PASSIONS

Awareness of Personal Traits  
(SEL)

Creative Communicator  
(ISTE)

*Communication About Yourself*

## LEARN, SOLVE, MAKE, DO

Build knowledge by identifying real world problems and identifying possible solutions  
(ISTE)

*Creativity*

## PICK A PROJECT

Use effective decision making skills  
(SEL)

Ask questions and define problems  
(NGSS Practice)

*Decision Making*

## PROJECT PROPOSAL

Students know and use deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems  
(ISTE)

*Planning*

# The PIP Academic “Foundation”

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## INVESTIGATE!

Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. (ELA/SS)

*Research*

## TICK TOCK

Student can set and achieve goals (SEL)

*Time Management Plan*

## READY, SET, PITCH

Present information, findings, and supporting evidence are appropriate to task, purpose, and audience (ELA)

*Communicate*

## BLOG ALL ABOUT IT

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others (ELA)

*Digital Media*

# The PIP Academic “Foundation”

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## WHO ARE YOU?

Communicate clearly, effectively, and with reason  
(CTE)

*Reflection*

## LIGHTS, CAMERA, ACTION!

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.  
(ISTE)

*Technology/Video*

## FINAL PITCH

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate  
(ELA)

*Communication & Reflection*

## HOW'D IT GO?

Students articulate and set goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes  
(ISTE)

*Reflection*

# PIP in Action

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- 5th graders, 8th graders, high schoolers
- Semester/trimester/quarter projects
- Projects, tips, what they thought about PIP

**pip**

# The Montville Model

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- January 2021, least engaged, non-attending students
- Opportunity to earn up to 3.5 credits
  - 1 STEM
  - 1 Humanities
  - 1 Mastery Based Diploma Assessment
  - .5 Elective
- 1 project that incorporated all components with consultation with teachers
- Teachers volunteered to work with this group

# Montville Data from Year 1

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- 13 total students
  - 7 of the students earned the maximum number of credits (3.5)
  - 1 students earned 2.5 credits
  - 2 earned 1.5
  - 1 earned 1
  - 2 students did not complete enough work to earn credit

These students were on track to earn zero credits until PIP.





[Project Overview](#)

[Collaboration](#)

[About Me](#)

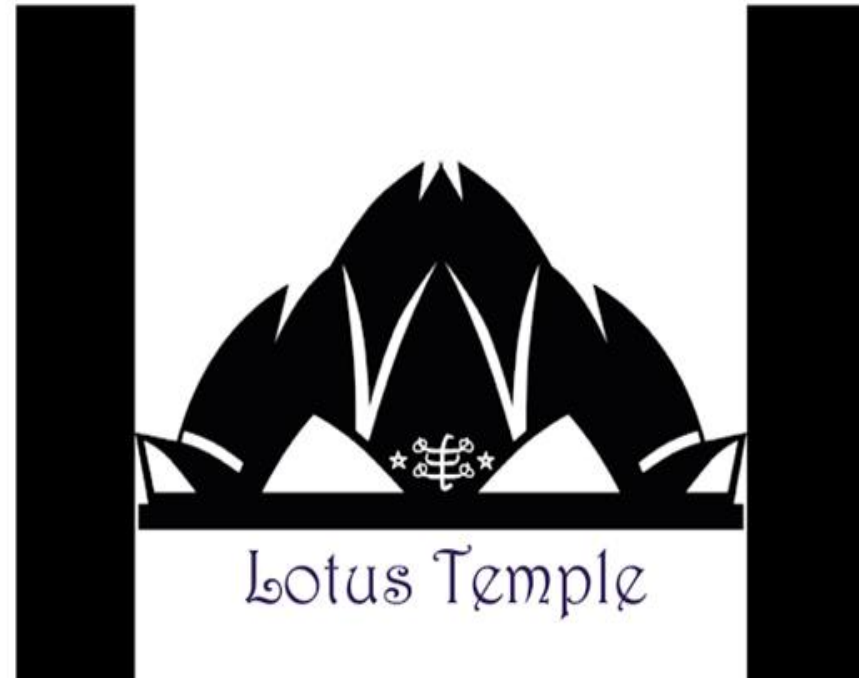
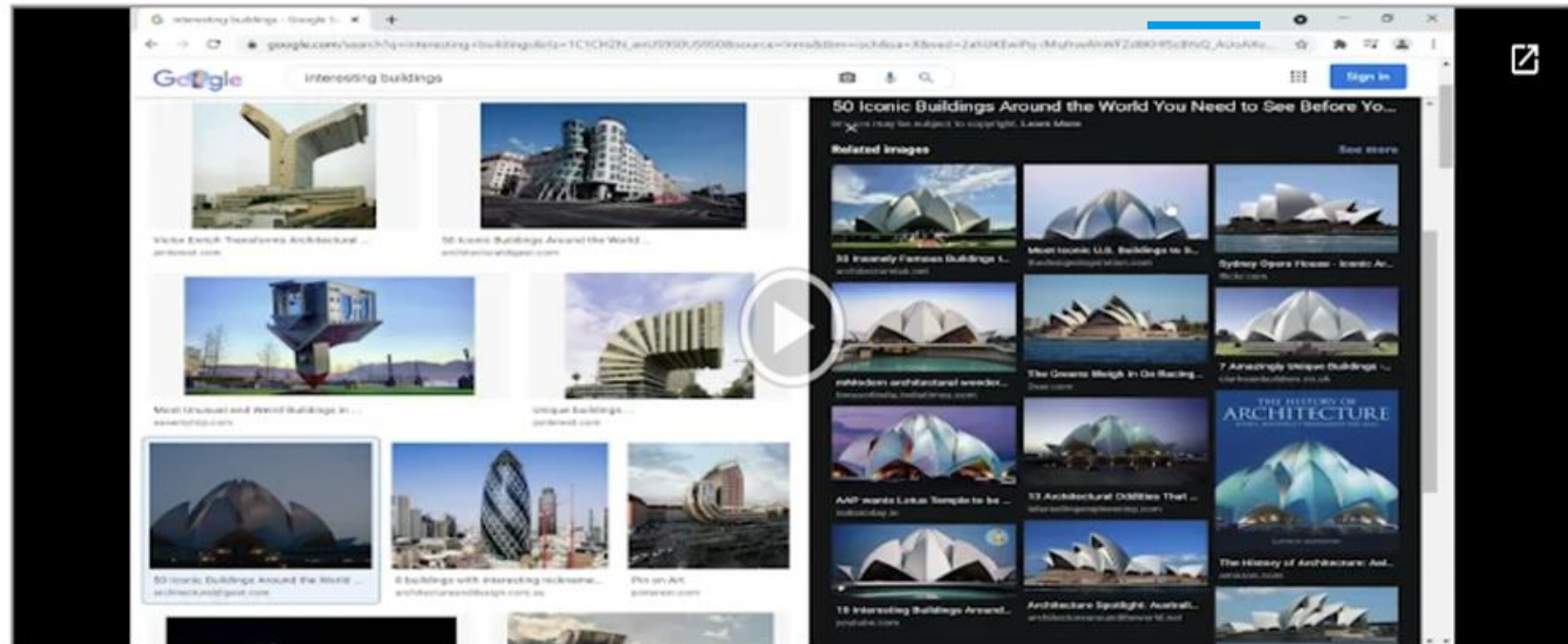
### Project Overview

Going into this i knew i wanted to learn about the different types of superchargers, and i did accomplish that goal. Along this process, i also learned what it takes to engineer such a device. I put everything i know about the topic to use, designed my own supercharger, and now id like to take this project into the real world.

[ABOUT](#)[DISCOVER](#)[CREATE](#)[SHARE](#)[POSTS](#)[Project Overview](#)[Collaboration](#)[About Me](#)

## Project Overview

I researched sleep paralysis, night terrors, and nightmares to learn more about them and get a better understanding of them. I do struggle with all three of those and they do take over my life a lot because they make it very hard for me to get a good night's sleep. During this project I learned new ways to get through these struggles and be able to get a good night's sleep. I learned that I'm not the only person that it happens to. I did feel like I was and during this whole project I learned I'm not alone. There are many ways I can help myself and others if they are struggling with those things as well.



**Project Overview**

**Collaboration**

**About Me**

**Project Overview**

I wanted to sculpt an interesting looking building, and I decided to go with the Lotus Temple in Delhi, India. I learned different ways to create texture for things in the environment such as trees and water. I was able to include some math by figuring out the dimensions for the scale model.

# Current Montville Model

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- PIP offered as a class
  - PIP Humanities
  - PIP STEM
  - PIP Elective
- Students can take more than 1 PIP class
- Some who took PIP during Year 1 took it again

# Tips for PIPs

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- Scope of project is critical to success
- Learning stretch/student interest important
- Must consider feasibility
- Need a plan for “in class” versus “at home” tasks
- Modify if students are “stuck,” “lose steam” or run into impassable road blocks

# The Launchpad Platform

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Let's go take a look at Launchpad for PIP!

# Questions?

Our Contact Information

[radday@edadvance.org](mailto:radday@edadvance.org)

[mervis@edadvance.org](mailto:mervis@edadvance.org)

Skills21.org



# 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.
- **January 10<sup>th</sup>**
- **January 24<sup>th</sup>**





# KEEP IN TOUCH!

**Kari Sullivan Custer, CSDE**

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**Christine Kuehlewind, SERC**

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