



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Talk Tuesdays

Student Attendance, Engagement, and Support Series

February 21, 2023

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

High School Bright Spots

Inika Williams, Associate Director for Policy, Attendance Works

Helen Duffy, Senior Fellow, Attendance Works

Bassick High School: Chronic Absenteeism Work

Dr. Joseph Raiola, Principal, Bassick High School

Upcoming Attendance & Engagement Meetings

Christine Kuehlewind, SERC



What's New at CSDE

February 17, 2023

- [Emergency Certification Funding for Free School Meals Guidance](#)

February 16, 2023

- [Survey on Vacancies in Teaching Endorsements, Special Service Endorsements, and Instructional Paraprofessionals](#)
- [2022-23 Out-of-Town Magnet School Transportation Grant Application](#)
- [CSDE Launches Grades 3-5 Model Math Curricula and 6-8 Model Math Curricula Publisher Alignment Guides](#)
- [Profile and Performance Reports \(PPR\) for 2021-22](#)

February 14, 2023

- [2022–23 Administration of the Reading Survey Requirement](#)

February 10, 2023

- [Governor Lamont Applauds General Assembly for Approving Legislation Extending Free School Meals and Protecting Connecticut's Fiscal Guardrails](#)
- [Connecticut State Department of Education Launches the "No Matter What" Campaign](#)
- [On behalf of the ManufactureCT Workforce Development Committee](#)

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

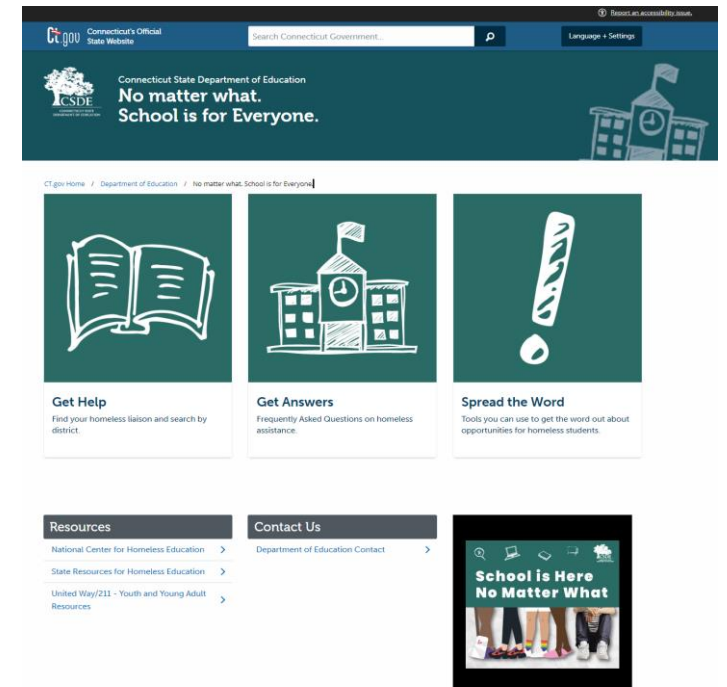




No Matter What. School is for Everyone.



“Recognizing when a student is experiencing challenges is a cornerstone of effective education. This campaign provides an important opportunity to identify the challenges of homelessness and highlight the services and support available for students coping with it,” said **Louis Tallarita, Connecticut’s McKinney-Vento State Coordinator**. “By publicizing this information, we hope to help more students both enroll and stay in school, no matter what.”

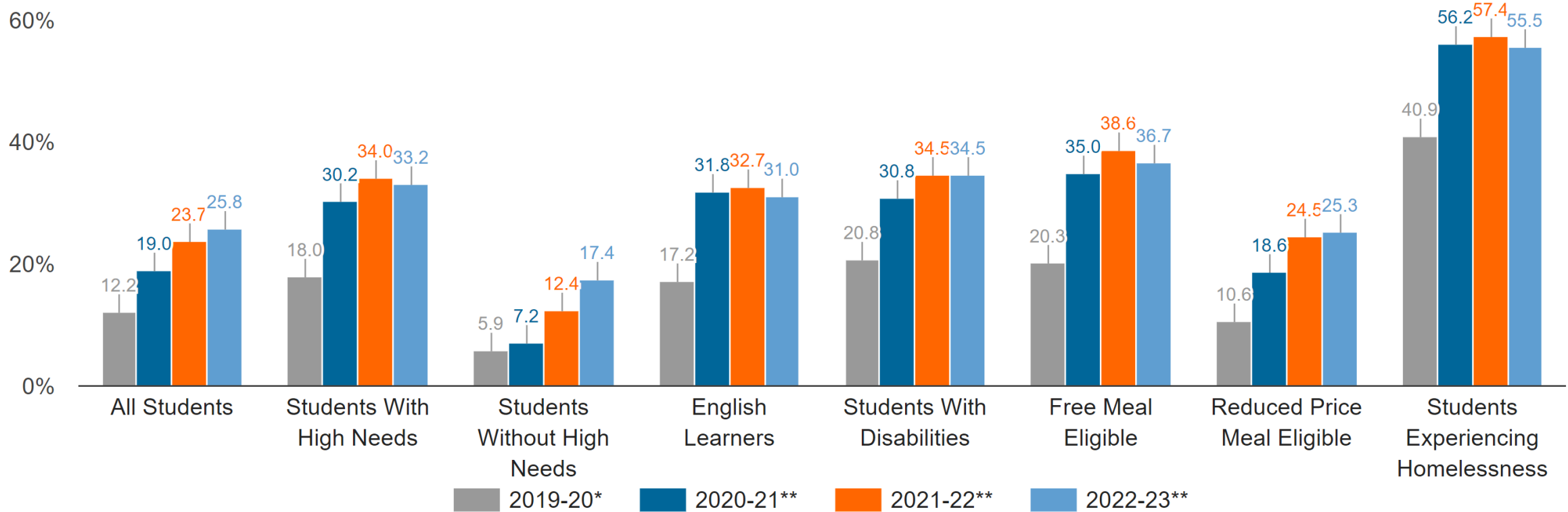




Chronic Absence Trend Data 2019-20 to December 2022



Percentage of Students Chronically Absent by Student Group (YTD as of December 2022 compared to 2021-22, 2020-2021, and 2019-20)



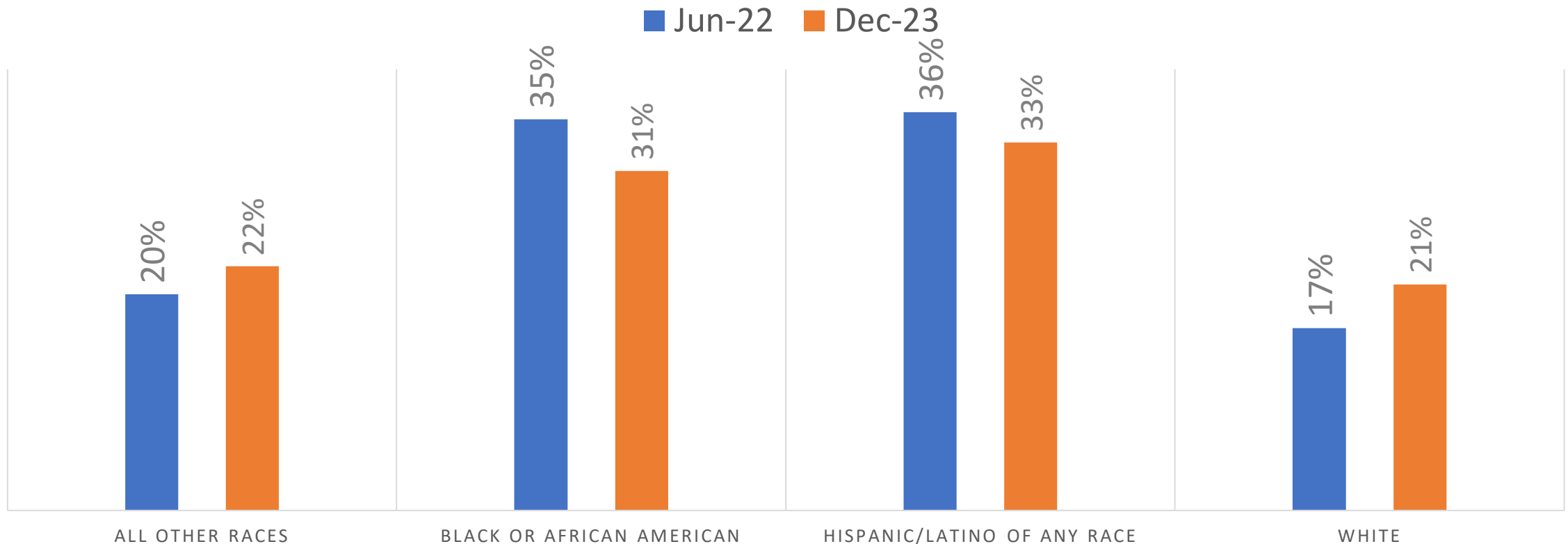
*Calculations are based only on in-person school days until mid-March 2020. **Calculations include both in-person and remote days.



Chronic Absence Rates by Race/Ethnicity

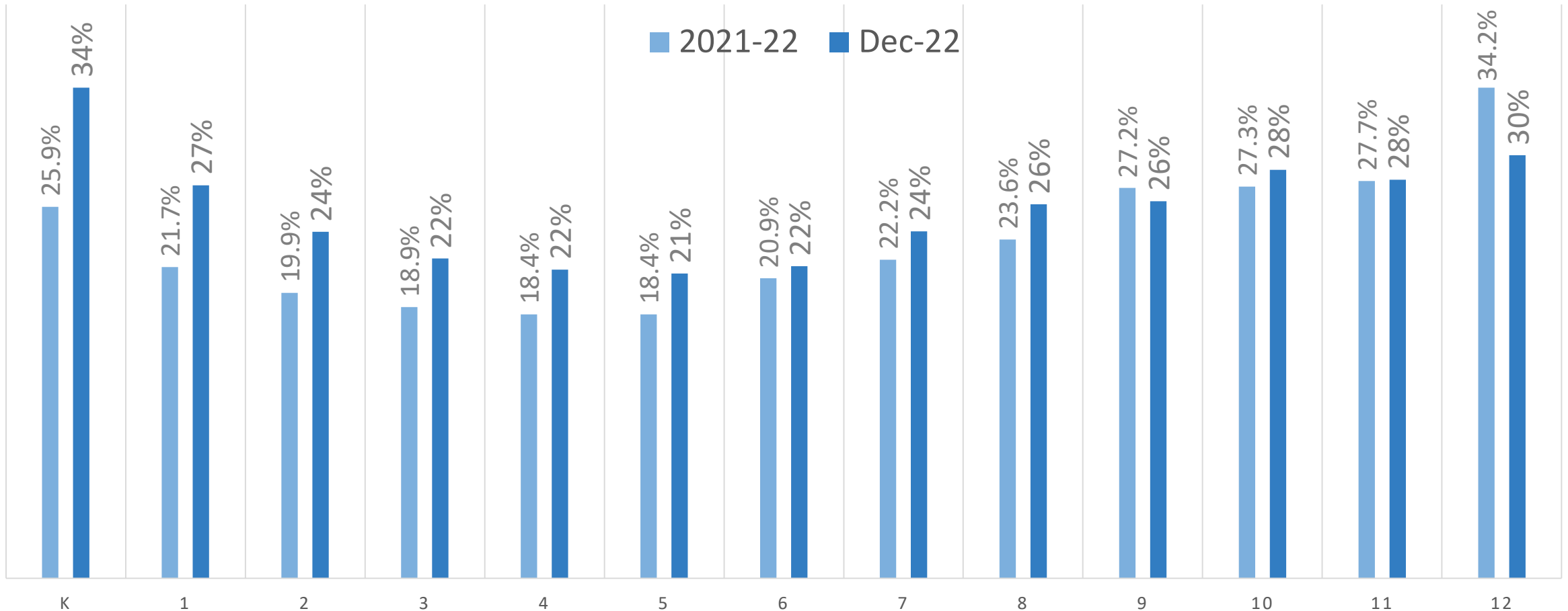


CHRONIC ABSENCE BY RACE/ETHNICITY SY 2021-22 VERSUS DEC 2022





What percentage of students in each grade were chronically absent last month (12/2022) compared to end of last year (2021-22)?



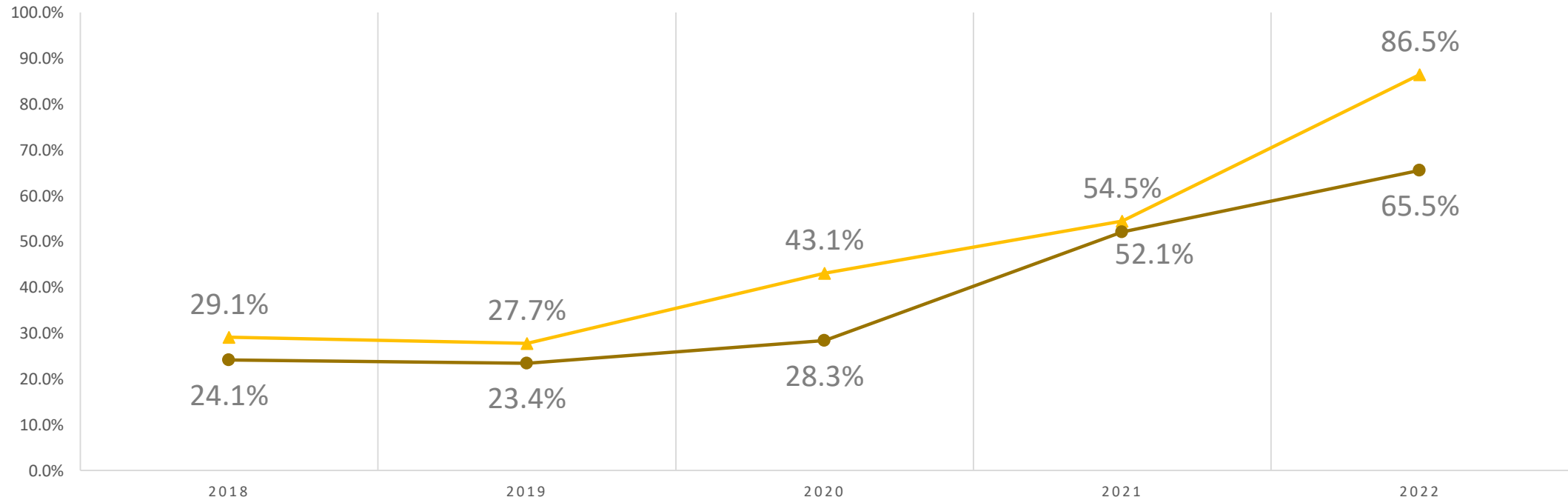
Source: CT EdSight, [Supporting Student Participation \(ct.gov\)](https://www.ct.gov/edsight) Monthly Attendance Reports



PERCENTAGE OF DISTRICTS & SCHOOLS REQUIRED TO HAVE ATTENDANCE TEAMS 2018 TO 2022



▲ % of Districts (10% or higher) ● % of Schools (15% or higher)





CT Talk Tuesday: High School Bright Spots

February 21, 2023





Welcome!



Inika Williams
Associate Director for Policy



Helen Duffy
Senior Fellow



Agenda

- I. Welcome/Introductions
- II. Context for CT Bright Spots Project
- III. Methods/Process
- IV. Next steps
- V. Q&A
- VI. Bassick High School
- VII. Q&A
- VIII. Closing



Getting Started: Introductions

Audience Poll: What type of organization do you represent?

- State Education Agency
- District
- School
- Community Organization
- Other

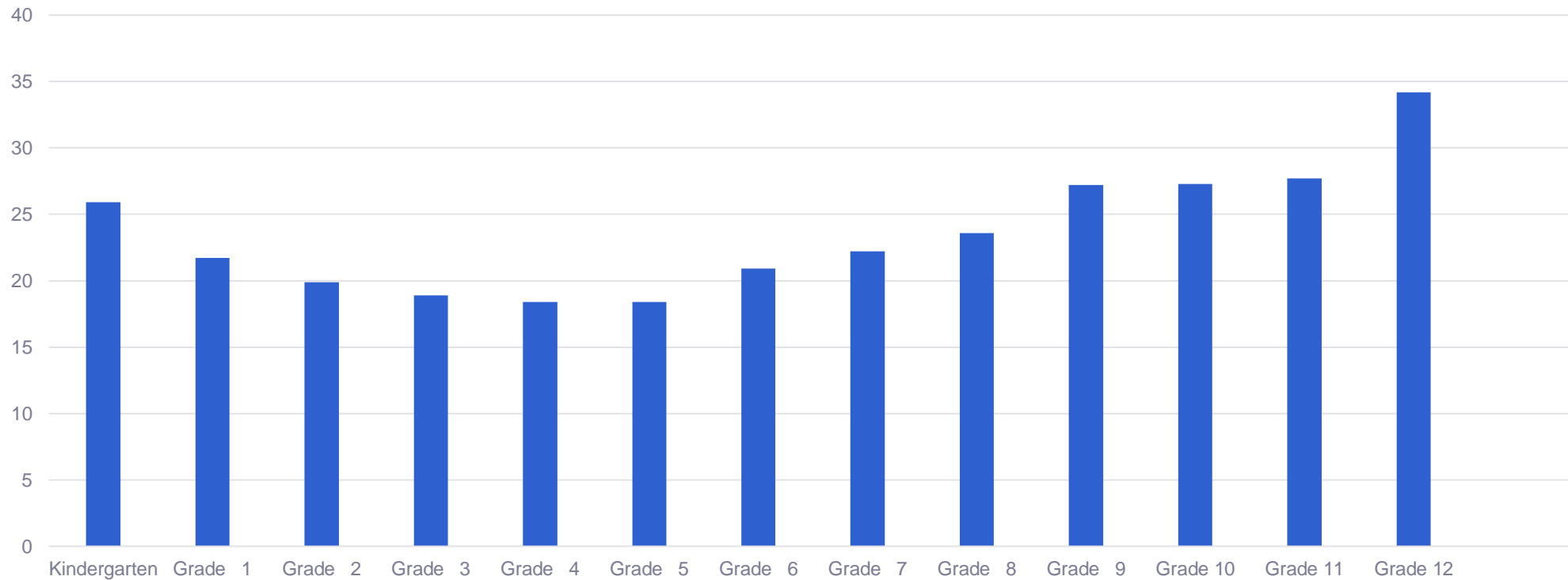
CT Context



CT Context for Chronic Absence

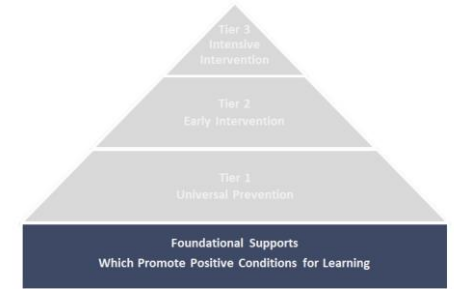
Type in the chat: Where do you see the highest levels of chronic absence?

CT Percent of Students Chronically Absent
By Grade Level
2021-2022

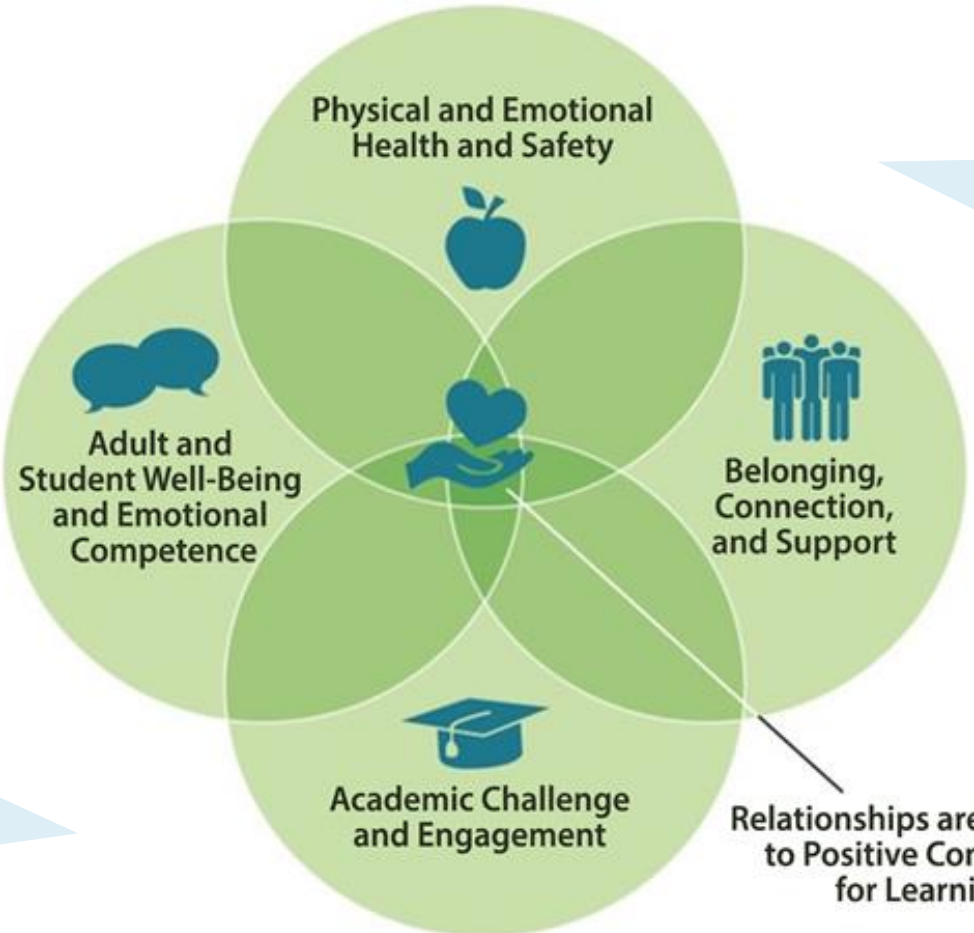


High School: Opportunities and Challenges

Positive Conditions for Learning Lead to Students Being Engaged and Attending Regularly



- Restorative check-ins
- Access to health care & mental health supports
- Trauma-informed practice
- Staff self-care



- Healthy learning environments
- Welcoming, safe school climate
- Access to food & other basic needs
- Restorative circles

- Access to tech & internet
- Learning supports
- Project-based learning
- Credit recovery opportunities
- Internships/community service
- Alternative scheduling options

- Active student & family engagement
- Advisories/meetings to build community
- Enrichment & clubs
- Positive peer connections

Relationships are Essential to Positive Conditions for Learning



Academic and Social Challenges of the High School Transition

Academic Challenges:

Students who are accustomed to smaller, more nurturing learning environments find themselves in larger schools, with larger classes, and more teachers who do not have the time to learn every student's name.

Courses in high school are often more demanding than in middle school, and students assume greater responsibility for learning content and completing assignments on time.

Social Challenges:

Compared to elementary and middle schools, high schools are less personalized environments; they typically have larger and more diverse student bodies and students may not have opportunities to build strong relationships with teaching staff.

Even the process of changing classes for different subjects can feel alien to an incoming Grade 9 student.

High school is a time when students become more independent of their parents, experience greater peer pressure, and, potentially, bullying.



Continued developmental processes

Self-regulation and self-management capacity

Development of a personal identity

Development of academic behaviors and intellectual capacities/interests



In the chat

How do/can these challenges and ongoing developmental processes factor into the particular activities and supports you provide to high school students?

The CT Bright Spot Project



Goal

Identify high schools that can share examples of promising practices, policies, and partnerships that help reduce chronic absence at the high school level



Process: Identify and Interview

1. Identify high schools that have:
 - a. Chronic absence rates lower than the state average, high school average, or saw notable declines in 2021-2022
2. Include schools that serve a diverse student population by ethnicity, SES, EL status, and SWD and that are Title 1, SIG, or CN schools
3. Interview school and district leaders



Products

1. Brief summaries for each school that include links to school leaders describing their efforts
2. School leaders featured as part of Talk Tuesdays
3. Brief that looks across schools for common practices, policies, and partnerships



Questions



BASSICK HIGH SCHOOL



Chronic Absenteeism Work

School Overview

Total Enrollment	969
African American	35.2%
Hispanic/Latino	56.2%
White	6.2%
Free and Reduced Price Meals	68.8%
Students with Disabilities	29.9%
English Learners	25.3 %

Chronic Absence Data 21- 22

CT Statewide Total	23.7%
CT High School Total	29%
Bassick Total	32.2%
African American	32.5%
Hispanic/Latino	32.6%
White	26.5%
Eligible for Free Lunch	36.7%
Eligible for Reduced Lunch	22.5%
Students with Disabilities	32.3%
English Learners	25.7%
High Needs	33.1%

Stability is a key component

- ▣ Twelve Principals in nine years
- ▣ Fifth year as Principal, new leadership team this year
- ▣ Community relations and trust are key
- ▣ Student voice becomes more prominent

Attendance is a part of life

- ▣ Whole school effort
- ▣ Regular review at meetings
- ▣ Reviewed by teachers daily
- ▣ Parental outreach

Advisory

- ▣ Implemented two years ago
- ▣ Promote a meaningful relationship with one adult in the building
- ▣ SEL focus
- ▣ Student Success Plans
- ▣ Goal setting and monitoring

After school attendance team

- ▣ Contacts home
- ▣ Identifying barriers and providing recommendations
- ▣ Parental outreach 6%-8% range
- ▣ Learner Engagement Attendance Program (LEAP) home visitors

Thank you

Upcoming Attendance & Engagement Meetings

Talk Tuesdays 2022-23 School Year

- Winter sessions will continue to 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.
- **March 7th**
- **March 21st**



KEEP IN TOUCH!

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