



CONNECTICUT STATE DEPARTMENT OF EDUCATION

# Talk Tuesdays

Student Attendance, Engagement, and Support Series

March 7, 2023

Developed by the CSDE in collaboration with Attendance Works & SERC



STATE EDUCATION RESOURCE CENTER

EQUITY | EXCELLENCE | EDUCATION

# Today's Agenda

## **Welcome**

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

## **What's New at CSDE and Partners**

Kari Sullivan Custer, Attendance & Engagement Consultant, CSDE

Jay Brown, Bureau of Special Education Consultant (Academic Office), CSDE

## **District/School Attendance Teams: CSDE & SERC (Attendance Works)**

## **Upcoming Attendance & Engagement Meetings**

Christine Kuehlewind, SERC



# What's New at CSDE

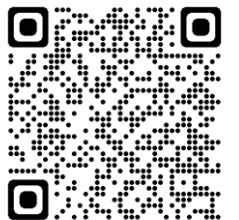
**March 2, 2023**

- [You're Invited: The CSDE and TeachRock Partnership Cohort 3](#)
- [CT TOY Council Scholarship Opportunities for Teachers of Color](#)

**February 27, 2023**

- [On behalf of the Division of Emergency Management - FEMA Youth Preparedness Council Applications Due March 6, 2023](#)
- [Connecticut Physical Fitness Assessment \(CPFA\) Individual Student Data Collection Application is Now Open](#)
- [Application for State Adult Education Funds for 2023-24: Funding and Application Procedures](#)
- [Challenge to Educational Citizenship Award Program](#)

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

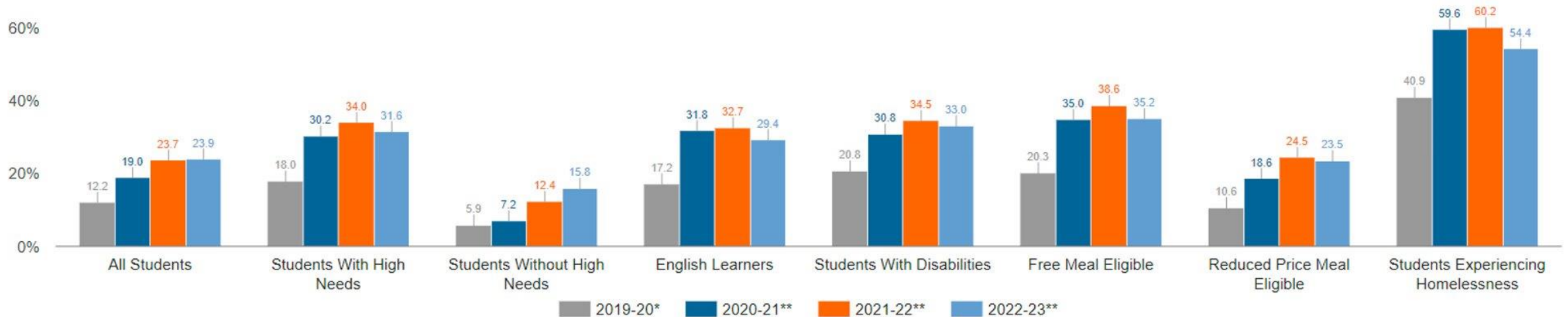




# Chronic Absence Trend Data 2019-20 to January 2023



Percentage of Students Chronically Absent by Student Group (YTD as of January 2023 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.

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

## 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 \(.xlsx\)](#)





# Connecticut Program on Reducing Student Absenteeism Featured as National Best Practice



## Press Releases



STATE OF CONNECTICUT  
GOVERNOR NED LAMONT

03/03/2023

### Governor Lamont and Commissioner Russell-Tucker Announce Connecticut Program on Reducing Student Absenteeism Featured as National Best Practice



### [Governor Lamont and Commissioner Russell-Tucker Announce Connecticut Program on Reducing Student Absenteeism Featured as National Best Practice](#)

"I'm proud that Connecticut's education recovery initiatives are being featured as a best practice on a national level," **Governor Lamont said**. "The positive impact LEAP has had on reducing student absenteeism is why my budget proposal for the next two years includes additional funding to sustain and grow this program. We know that chronic absenteeism can have a lasting impact on a student's academic success, so it's important that we continue to take proactive and innovative steps to reduce it."

**Governor Ned Lamont, March 3, 2023**

"We are thrilled that Connecticut's Learner Engagement and Attendance Program is being recognized as a national best practice," **Commissioner Russell-Tucker said**. "Our evaluation has demonstrated that LEAP resulted in increased attendance in districts where the intervention model was implemented. The success of LEAP is due to the close collaboration on design and implementation with our local school districts, the RESC Alliance, professional expertise and support from Attendance Works, and of course, our home visitors. We thank them for their ongoing partnership. This video from the Collaborative for Student Success is a wonderful way to showcase LEAP and the importance of partnerships and, most importantly, building strong relationships between families and schools to improve student outcomes."

**Charlene Russell-Tucker, Education Commissioner, March 3, 2023**

WATCH: [Video from the Collaborative for Student Success on Connecticut's LEAP initiative](#)



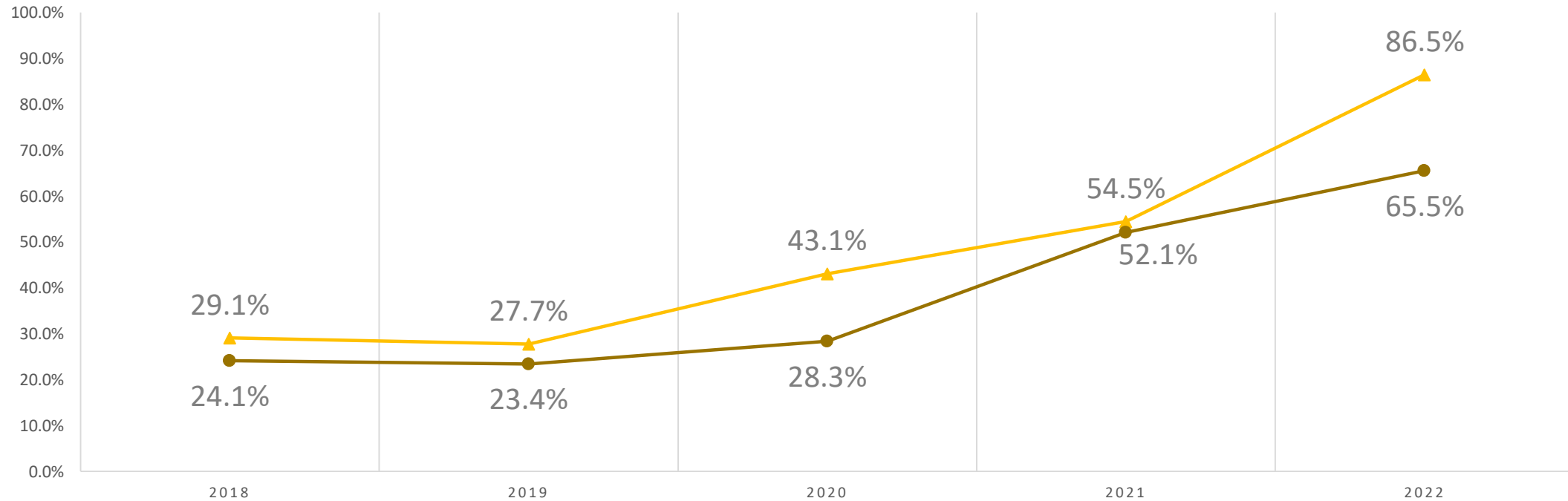
[https://www.youtube.com/watch?v=Kil83e\\_nZLA](https://www.youtube.com/watch?v=Kil83e_nZLA)



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



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

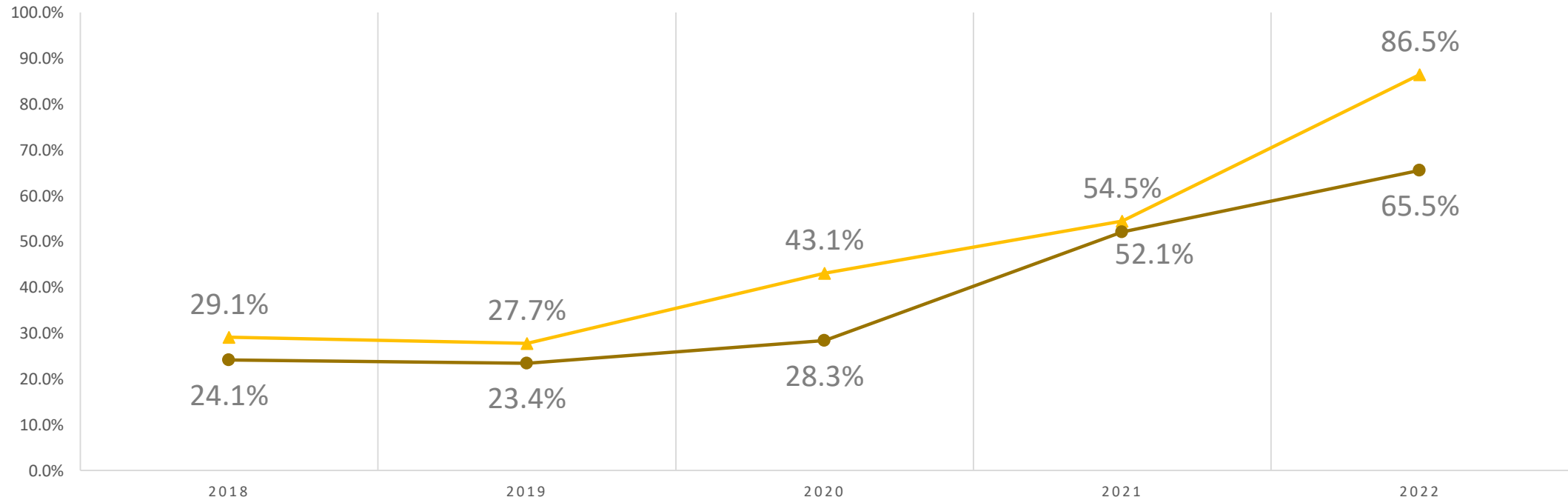




# PERCENTAGE OF DISTRICTS & SCHOOLS REQUIRED TO HAVE ATTENDANCE TEAMS 2018 TO 2022



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





# Reducing Chronic Absence in Connecticut's Schools:

A Prevention and Intervention Guide  
for Schools and Districts

April 2017

CONNECTICUT STATE DEPARTMENT OF EDUCATION



[https://portal.ct.gov/-/media/SDE/Chronic-Absence/Prevention and Intervention Guide.pdf](https://portal.ct.gov/-/media/SDE/Chronic-Absence/Prevention%20and%20Intervention%20Guide.pdf)

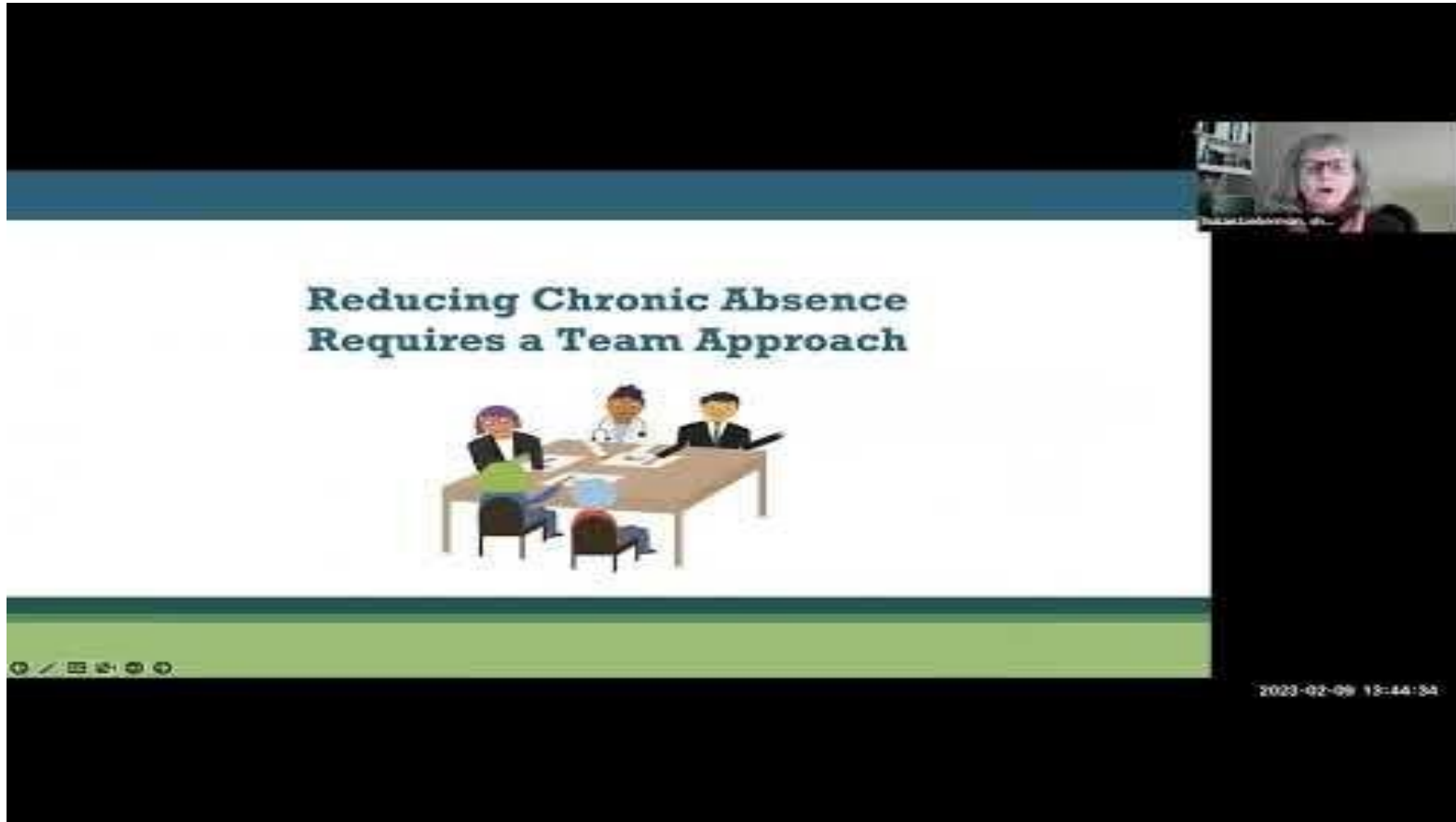
# The Key Functions of a District Attendance Review Team are to:

1. Routinely unpack, analyze and utilize data to inform action.
2. Organize a systemic districtwide response and policy/practice improvement.
3. Promote shared accountability and continuous improvement.



# Reducing Chronic Absence Requires a Team Approach





**Reducing Chronic Absence  
Requires a Team Approach**

2023-02-09 15:44:54

The image shows a YouTube video player. The main content is a presentation slide with a white background and a blue header bar. The slide title is "Reducing Chronic Absence Requires a Team Approach" in a bold, black, serif font. Below the title is an illustration of three people (two men and one woman) sitting around a conference table, engaged in a meeting. The video player interface includes a small video thumbnail of a woman in the top right corner, a green progress bar at the bottom, and a timestamp "2023-02-09 15:44:54" in the bottom right corner.

<https://www.youtube.com/watch?v=QD89A03RyPc>



## Primary Purpose of a Team Approach

Organize and facilitate a schoolwide attendance strategy and ensure it is an integral component of the school's plan to improve outcomes for all students.



- 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 assets, barriers and strategies that affect attendance.**
- 4. Mobilize everyone in the school community to address attendance.**
- 5. Determine if you are making a difference.**

# Ensuring Attendance Requires a Team

*The Attendance Strategy should be led by the school principal and the leadership team.*

**Teams working on improving student attendance could include the school's:**

- \* Nurse
- \* Counselor
- \* Social Worker
- \* Administrative support staff
- \* Special education staff
- \* Teachers
- \* Early education staff
- \* Sports coaches
- \* Community School Directors and Coordinators
- \* Expanded Learning program staff
- \* Family Resource Center Directors and Coordinators
- \* Attendance Officers



Members should be able to bring the perspectives of the student demographics. Teams should incorporate input from families and students along with the community.



## Determine which team(s) will assume the attendance MTSS functions

- Map all the teams that currently operate in your school by purpose, membership and meeting schedule.
- Identify areas of overlap, redundancy and/or gaps.
- Consider if attendance responsibilities can be integrated into an existing team (e.g., PBIS, RTI, MTSS, EWIS grade-level, etc.).
- Consider if different teams can assume responsibility for each tier and how efforts will be coordinated across teams.
- Determine if a new team needs to be established.

<https://www.attendanceworks.org/wp-content/uploads/2019/06/Map-of-School-Teams.pdf>



# Map of School Teams



Name of Team	Team Purpose	Team Members	Meeting Frequency

# Suggested Agenda Items for Teams

## I. Aggregate Data Trends

High-level picture of all students by tier and attendance categories; changes since last meeting. Is it getting better? Worse?

✓ Parents/Students/Community Partners can be involved

## II. Unpacking Patterns

Identify any patterns or trends across groups of students and interventions including insights about common barriers or what might be contributing to positive outliers.

## III. Tiered System of Support

Strategies for strengthening your tiered system/ year long approach

## IV. Tier 2 and Tier 3 Students

\*Review individual students as a team; determine who follows-up with individual or groups of student(s) and/or families

\*Outreach to students and families to determine barriers causes for absence; assign interventions and offer appropriate resources

## V. Meeting Decisions and Next Steps



## Roles and Responsibilities

### Core Team roles include:

- ❖ Team facilitator/leader
- ❖ Data coordinator
- ❖ Note taker

### Tips:

- Divide up responsibilities
- Create opportunities for everyone to contribute their insights
- Encourage clarifying questions
- Don't just focus on problem but create time to reflect on assets.
- Keep school staff informed and engaged.
- Establish regular meeting schedule for the school year.



## Avoid Common Pitfalls

- ✗ Establish a team that **operates in isolation**
- ✗ **Fail to rally whole school** to support prevention & early intervention
- ✗ Focus only on students with **most absences**
- ✗ **Case management** as the sole strategy
- ✗ **Jumping to solutions** without sufficient understanding of factors behind absences
- ✗ **Team** composition **does not reflect the demographics, perspectives or cultural realities of the student population**

# School Self-Assessments

## How well does your school...

- Accurately & consistently take attendance every day
- Utilize a team to address attendance
- Provide a welcome & engaging climate
- Reach out to chronically absent students & families
- Partner with community agencies

School Name: \_\_\_\_\_

SCHOOL PRACTICE SELF-ASSESSMENT: rev. 5/25/2022

### Does Attendance Really Count in Our School?

*A Tool for Self-Assessment*

Key Element	Strength	OK for Now	Could be Better	Urgent Gap	Don't Know	How do you know?
1. <b>Accurate Data:</b> Teachers and school staff take attendance accurately and it is entered daily into the district data system.						
2. <b>Team to Address Attendance:</b> Our team, led by an administrator, meets at least every two weeks to: (a) monitor attendance data and trends; (b) coordinate the school's multi-tiered attendance strategy; (c) examine the reasons for absences using quantitative and qualitative data; and (d) ensure chronically absent students receive needed supports.						
3. <b>Engaging Climate:</b> Our school has a welcoming and engaging climate that promotes safety, belonging, great teaching and learning, and interpersonal relationships with students, families, and staff.						
4. <b>Culture of Attendance:</b> Our school operates a culture of attendance...						

<https://www.attendanceworks.org/resources/self-assessment/>

### School Team Self-Assessment

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.					

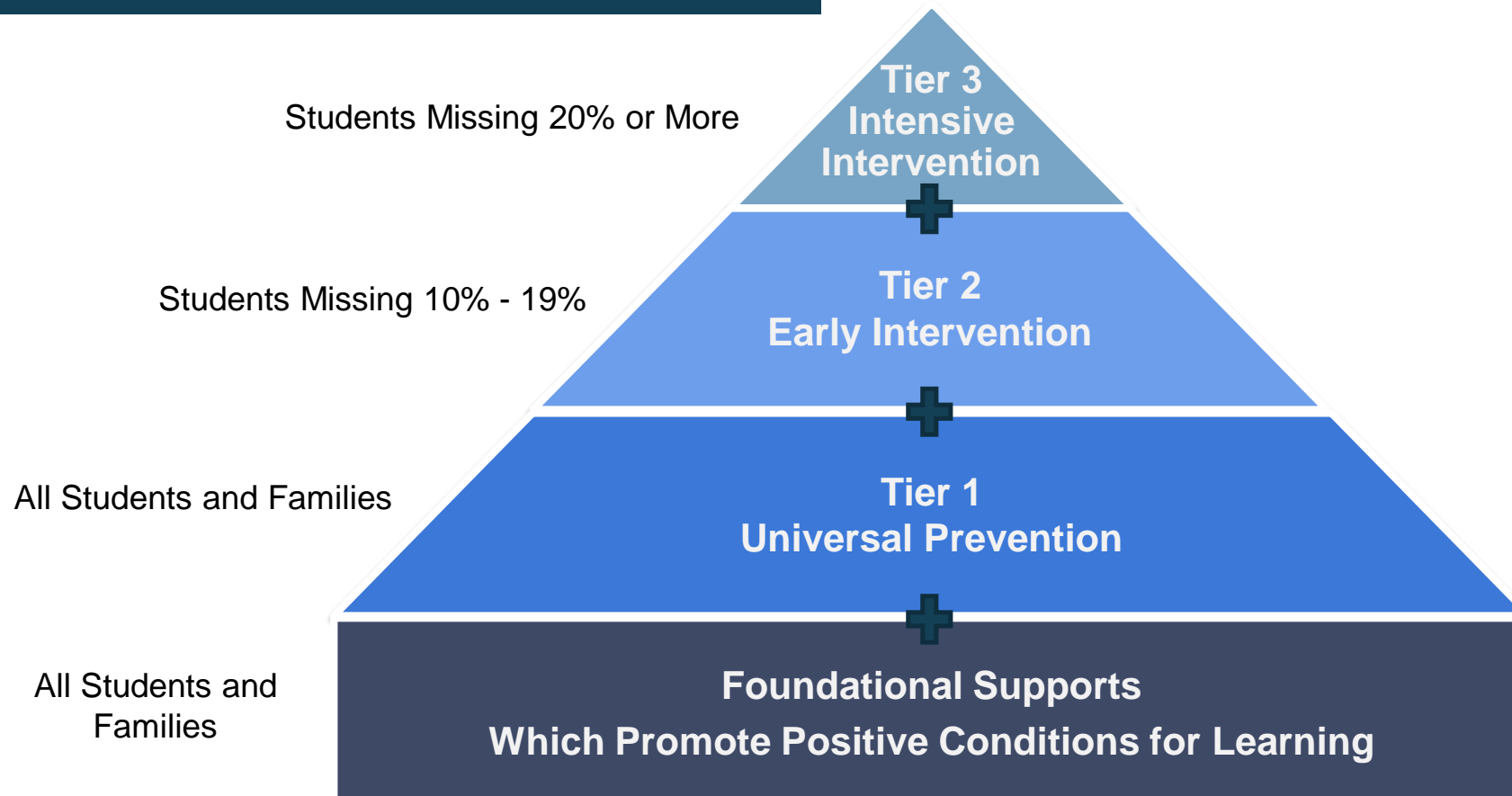
Organize A Multi-Tiered Strategy	Solidly in Place	Measurable Progress	Needs Improvement	Urgent Gap	Evidence
1. Our regular team agenda is aligned to a multi-tiered system of support.					
2. We proactively promote an engaging school climate.					
3. We have defined when Tier 2 or Tier 3 supports should 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.					

## How well does your team...

- Lead a whole school approach to attendance
- Organize a multi-tiered strategy
- Examine attendance data
- Identify barriers & inequities
- Mobilize the school community
- Monitor progress



## Multi-tiered System of Support for Attendance





## Questions to Consider in Breakout:



***What teams in your school address attendance? (consider all that might apply)***  
***What is the current goal, function, and structure of the team?***

- Stand-alone attendance team
- Positive Behavioral Intervention Supports or PBIS team (attendance and behavior)
- Multi-Tiered Systems of Support (MTSS) team
- Response to Intervention (RTI) team
- Early Warning Indicator System (EWIS) team
- Case Management Team
- Other (type in chat)
- No team addresses attendance

# E-Learning Series on Attendance & Engagement with Attendance Works Recordings, Slides, Resources

E-Learning Series on Attendance & Engagement with Attendance Works

Session 1 - January 23, 2023

- [Recording of Session 1 - Whole School Strategies](#)
- [Presentation Slides](#) 
- [Outline and Link to Resources](#) 

Session 2 - February 9, 2023

- [Recording of Session II](#)
- [Presentation Slides](#) 
- [Outline and Link to Resources](#) 

<https://portal.ct.gov/SDE/Chronic-Absence/Talk-Tuesdays>



# 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 21<sup>st</sup>**
- **April 4<sup>th</sup>**
- **April 18<sup>th</sup>**
- **May 2<sup>nd</sup>**
- **May 16<sup>th</sup>**



# KEEP IN TOUCH!

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