



CONNECTICUT STATE DEPARTMENT OF EDUCATION

# Talk Tuesdays

Student Attendance, Engagement, and Support Series

May 16, 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

## **Transition to Kindergarten**

Paquita Jarman-Smith, SERC Consultant

## **Turnkey Strategies for Improving Attendance at the Elementary Level**

Paul DeBernardo, East Haven Public Schools

Julie Church, East Haven Public Schools

## **Upcoming Attendance & Engagement Meetings**

Christine Kuehlewind, SERC



# What's New at CSDE

**May 15, 2023**

- [On-Track to High School Graduation – Detailed Dashboard Available on EdSight Public](#)
- [New EdSight Dashboard on Students Experiencing Homelessness](#)
- [Clean School Bus Program Notice of Funding Opportunity](#)

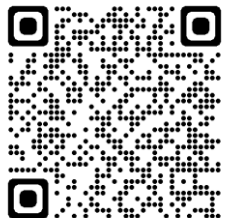
**May 11, 2023**

- LEAP Home Visiting Trainings Open to All Districts: [May 30](#) and [June 7](#)
- [Attendance Playbook: Smart Solutions Post Pandemic](#)
- [Special Education Aspiring Leaders Academy](#)

**May 9, 2023**

- [CSDE Releases Survey to Local Businesses for the Summer 2023 Digital Backpack for Educators and School Staff](#)
- [Physical Fitness Assessment Data Collection Webinar](#)

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

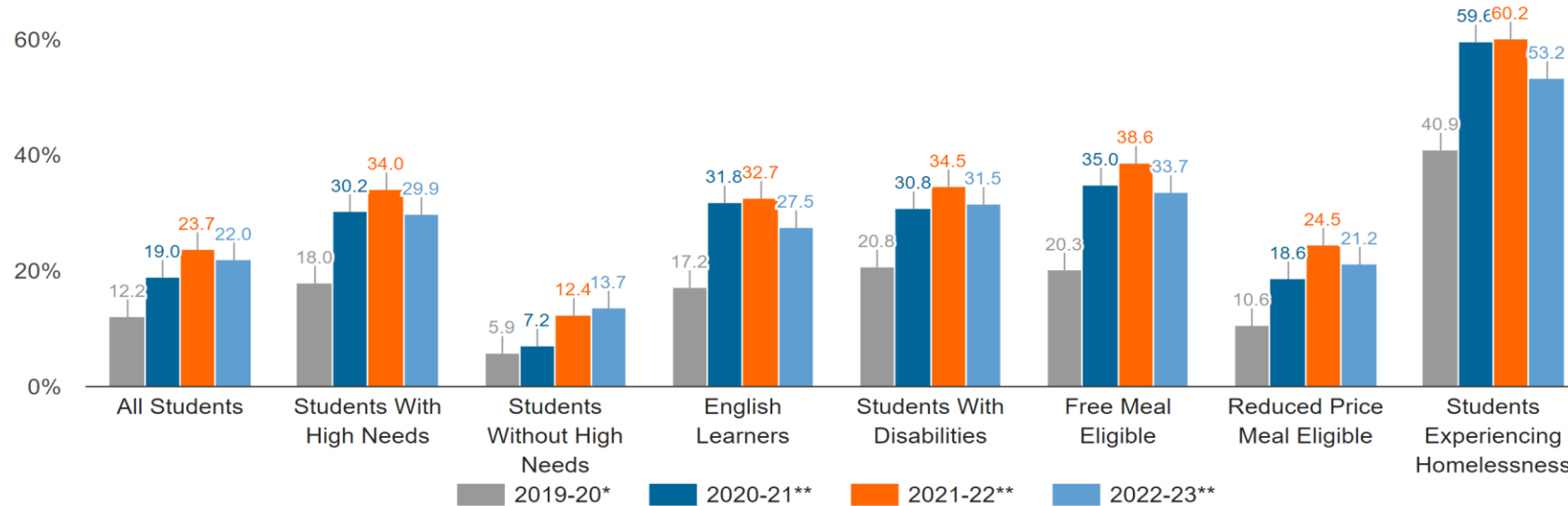




# Chronic Absence Trend Data 2019-20 to March 2023



Percentage of Students Chronically Absent by Student Group (YTD as of March 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 \(.xlsx\)](#)

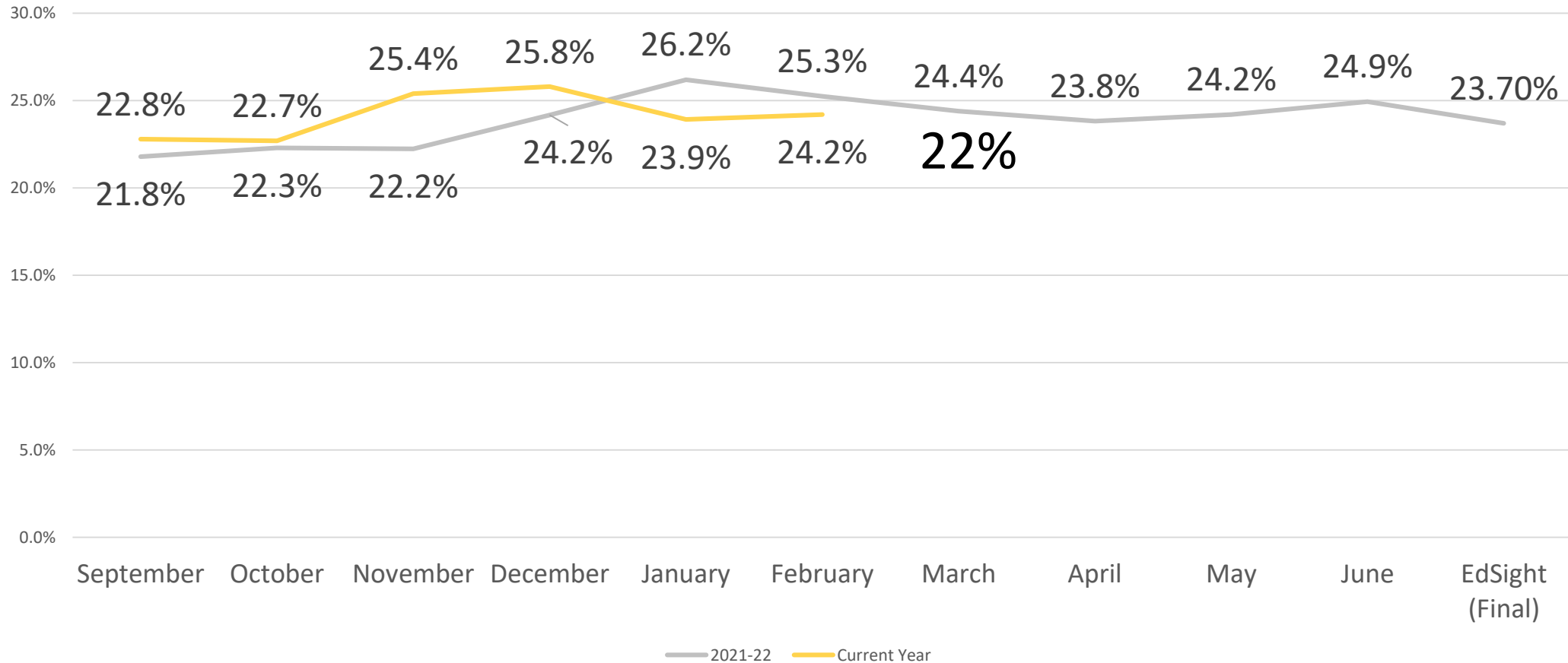




# Comparison 2021-22 and 2022-23



CT Chronic Absence Monthly (YTD) Trend Comparison 2021-22 to 2022-23



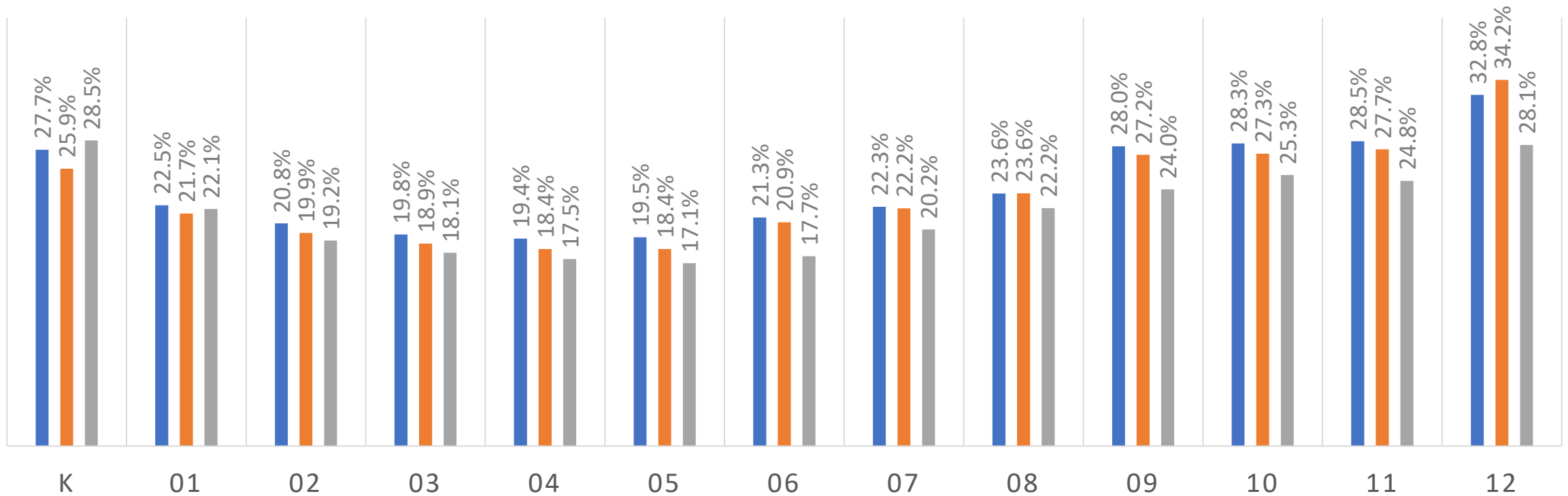


# Grade Level Trends



MARCH 2022 TO MARCH 2023  
CHRONIC (YTD) BY GRADE LEVEL

■ Mar-22 ■ 2021-22 ■ Mar-23





# LEAP 101<sup>s</sup> Trainings



## LEAP 101

### VIRTUAL TRAINING FOR HOME VISITORS

LEARNER ENGAGEMENT & ATTENDANCE PROGRAM:  
A FOCUS ON RELATIONAL HOME VISITS

SPRING 2023

Register for a Zoom Session

Tues. 5/30 2:00-4:00

OR

Wed. 6/7 1:00-3:00

LEAP is a relational home visiting approach that supports and re-engages families and students who are missing too much school. It is a research-based Tier II strategy that improves school attendance and improves a sense of belonging in school along with many other positive benefits.

Upcoming virtual trainings, for any district or community partner, are being planned for:

- May 31
- June 5<sup>th</sup>

Register: <https://portal.ct.gov/-/media/SDE/Chronic-Absence/LEAP/Spring-2023-LEAP-101-Flyer.pdf>



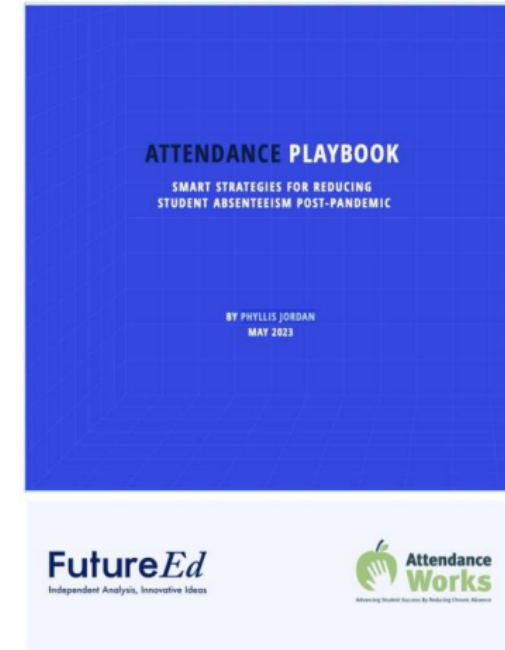
For more information, visit the LEAP home page or email Francisco Baires [fbaires@crec.org](mailto:fbaires@crec.org) at the CT Home Visits Hub (CREC),

# Attendance Playbook 3.0

- A joint project by FutureEd and Attendance Works
- Offers interventions for reducing chronic absence

Provides:

- ✓ ESSA research level
- ✓ MTTTS tier of support
- ✓ Research and resources



LINK: <https://www.future-ed.org/attendance-playbook/>



# Research and Resources

## RESEARCH

- School-located influenza vaccination and absenteeism among elementary school students in a Hispanic community: **PROMISING**
- Impact of school flu vaccine program on student absences: **EMERGING**
- Burden of asthma in inner-city elementary schoolchildren: **PROMISING**
- The Relationship Between School-Based Health Centers, Rates of Early Dismissal from School, and Loss of Seat Time: **PROMISING**

## RESOURCES

- The Cost Benefit of Comprehensive Primary and Preventive School-Based Health Care
- School-Based Health Care Support Toolkit

## RESEARCH

- Can Restorative Practices Improve School Climate and Curb Suspensions? **MODERATE**
- The Promise of Restorative Practices to Transform Teacher-Student Relationships and Achieve Equity in School Discipline: **EMERGING**
- A Cluster-Randomized Trial of Restorative Practices: **EMERGING**

## RESOURCES

- Restorative Justice in U.S. Schools: A Research Review

# Communicating With Families

Direct, personalized outreach to families—through letters or texts—can reduce absenteeism. These should:

- Focus on empathy, how the school can help families
- Avoid punitive messages that leaves parents feeling blamed
- Provide precise, personalized information
- Send repeated communications notices throughout the year



## Targeted Family Visits

During the pandemic, some districts began targeting home visits to families of students with high rates of absenteeism.

Connecticut's \$10.7 million LEAP program:

- Reached 8,700 students in 15 districts
- Led to a 15-percentage point increase in attendance after 6 months



# Instruction That Matters

Students become more engaged when they believe what they're learning matters.

This works best when interventions:

- Help students see the relevance of lessons
- Connect to a students' culture
- Offer a viable career track
- Offer students a voice





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# Attendance Works/Talk Tuesday: Transition to Kindergarten

*Paquita Jarman-Smith*

*May 16, 2023*

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# Engaged Children



During transitions, partnerships among families, schools, and communities come to be even more essential than they might be during other stages of children's development

Why is this?

Harvard Family Research Project, 2015

# Important Considerations for Transition to Kindergarten

1. Attendance Every Day
2. Achievement Every Year
3. Attainment Over Time

Attendance works



# Impact of COVID-19

## Severe Impact

- Academic Challenges for Black and Latino students, students with disabilities and Multilingual Learners
- Attendance challenges
- Increase in emotional dysregulation
- Greater illness, due to immune system challenges in young children

# CT Chronic Absenteeism, Trends 2017-2022

Research shows that students who miss 10 percent or more of the school year (just 2 days each month) in the very early years are at risk of falling behind in reading and math by third grade.

Grade	2017-18		2018-19		2019-20		2020-21		2021-22	
	Student Count	%	Student Count	%	Student Count	%	Student Count	%	Student Count	%
Kindergarten	4,121	11.3	4,175	11.6	5,301	14.4	6,320	19.2	9,422	25.9
Grade 1	3,163	8.6	3,044	8.4	4,087	11.3	6,113	17.1	7,422	21.7
Grade 2	2,703	7.3	2,720	7.4	3,474	9.5	5,749	16.2	7,175	19.9
Grade 3	2,625	6.9	2,529	6.8	3,200	8.6	5,445	15.1	6,790	18.9

When children are part of a quality transition process, they have an easier time and enjoy:

- Improved academic achievement
- More positive social and emotional competencies and fewer problem behaviors
- Rapidly developing skills

Quality transitions are those in which families, schools, and communities have opportunities to work together as a team, to share information, and to create continuity in curriculum, assessments, and relationship quality across learning settings.

Transition  
to  
Kindergarten  
Matters

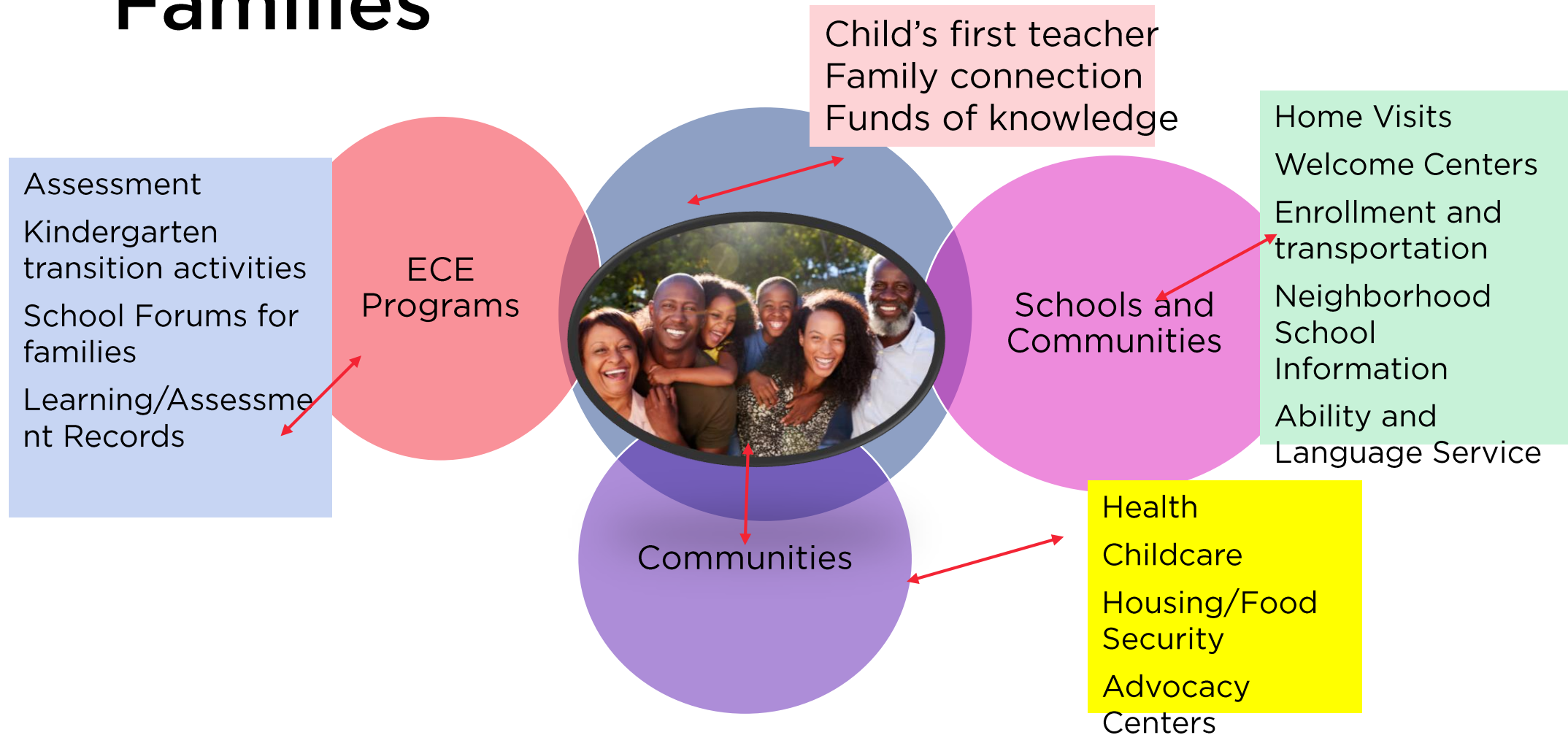
# Parents of incoming Kindergarteners

Report needing guidance about:

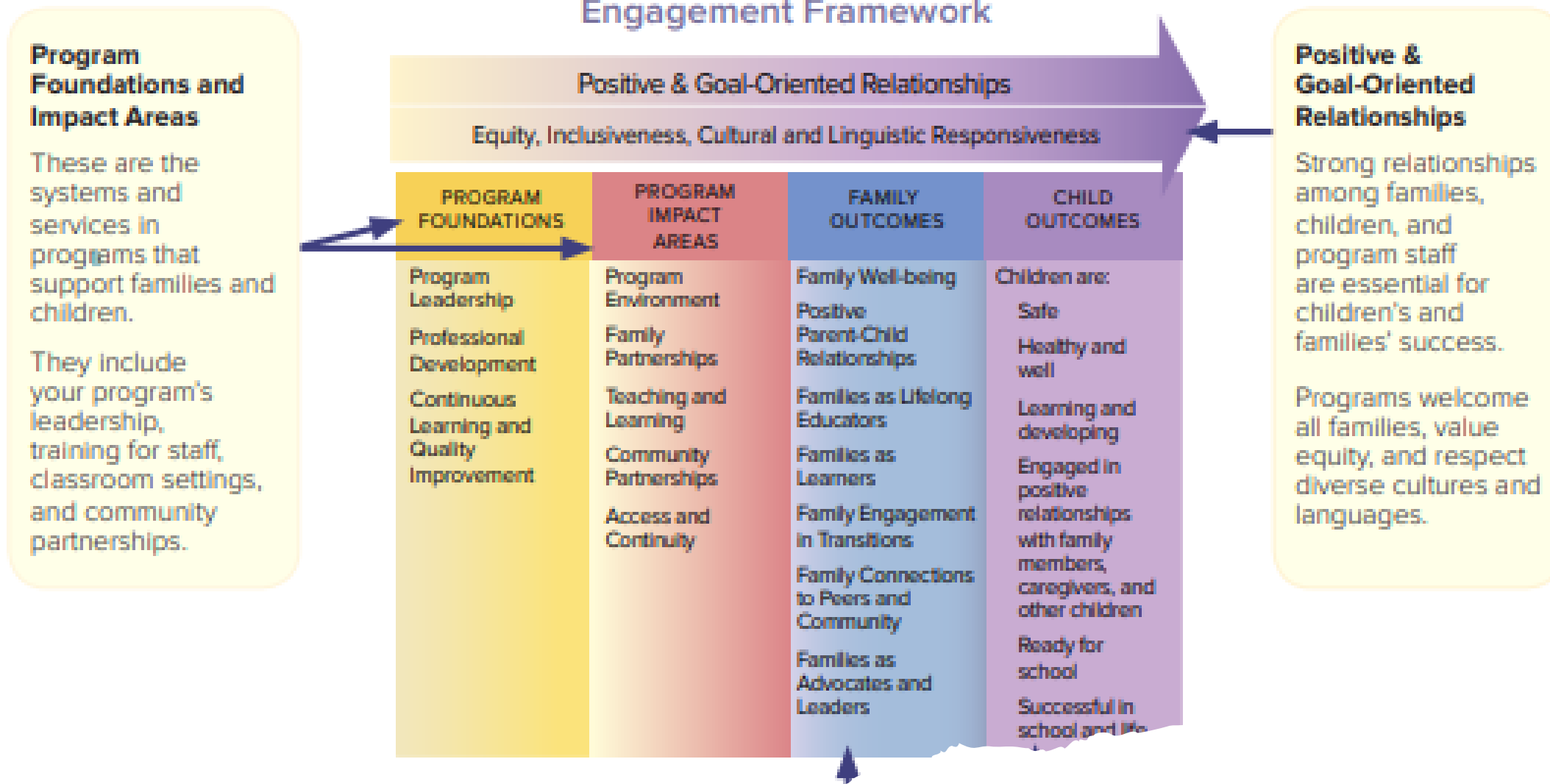
- Kindergarten expectations and curriculum + attendance
- Their child's academic status at school entry
- School's efforts to prepare for transition, and
- What parents themselves can do to get children better prepared.

Harvard Family Research Project, 2015

# Relationships, Resources for Families



## Head Start Parent, Family, and Community Engagement Framework



# Planning Transition Activities

An overlooked element of supporting a smooth transition to K is helping families overcome challenges to getting to preK or school & nurturing consistent attendance.

What does this plan look like?

# Site Level Practices

Address	Discuss	Equip	Use	Offer
Address Attendance During Transition Activities	Discuss Attendance When Welcoming New Families	Equip Families to Connect Attendance and Educational Success	Use Attendance to Nurture a Strong School Community	Offer Supports to Reduce-Health Related Absences



## Early Matters toolkit 5 practices for reducing chronic early absence – Let’s Talk

- Address Attendance During Transition Activities
- Discuss Attendance When Welcoming New Families
- Equip Families to Connect Attendance and Educational Success
- Use Attendance to Nurture a Strong School Community
- Offer Supports to Reduce Health-Related Absences



# OEC Resources

**Hello Kindergarten!**



Connecticut Office of Early Childhood



CONNECTICUT STATE DEPARTMENT OF EDUCATION



**HOW IS YOUR CHILD DOING?**  
Check in and help spark healthy early growth and learning with **sparkler**

**START SPARKING YOUR CHILDREN'S LEARNING!**

sparkler is a FREE mobile app for CT families that helps parents support their children's growth from 0-5!



# Resource Links

Attendance Works

<https://www.attendanceworks.org/resources/toolkits/integrating-attendance-into-kindergarten-transition/>

CT OEC

<https://www.ctoec.org/hello-kindergarten/>

CT CSDE

<https://portal.ct.gov/-/media/SDE/KindergartenBrochure.pdf>

Head Start Parent, Family and Community Engagement Framework

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfce-framework.pdf>

# Questions?





**Paquita Jarman-Smith**  
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**(860) 632-1485 x 313**

# Upcoming Attendance & Engagement Meetings

## Talk Tuesdays 2022-23 School Year

- **Talk Tuesdays will not run in June 2023**
- **The 2023 Summer Series will begin in July (stay tuned for more information shortly).**



# KEEP IN TOUCH!

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