



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Talk Tuesdays

Student Attendance, Engagement, and Support Series

May 2, 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

Aligned and Integrated Efforts: Teams and Data

Amanda Pickett, CSDE Climate & Culture Consultant

Cheryl Gustafson, Safe School Climate and Equity Coordinator for East Windsor Public Schools

Upcoming Attendance & Engagement Meetings

Christine Kuehlewind, SERC



What's New at CSDE

May 1, 2023

- [Dual Credit Expansion Grant Program Now Accepting Applications](#)
- [Get Outside and Play for Children's Mental Health Day](#)
- [Action Required: New Contact List for Diversity, Equity, and Inclusion Leaders in EdSight](#)

April 27, 2023

- [2024 Connecticut Teacher of the Year Application](#)
- [2024 Connecticut Anne Marie Murphy Paraeducator of the Year Application](#)

April 20, 2023

- [Commissioner Russell-Tucker Announces the Appointment of Sinthia Sone-Moyano as Deputy Commissioner for Educational Supports and Wellness](#)

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



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.
- **May 16th (Last Talk Tuesday for 2022-2023 School Year)**
- **Please Note: Talk Tuesdays will not run in June. The 2023 Summer Series will begin in July (stay tuned for more information shortly).**

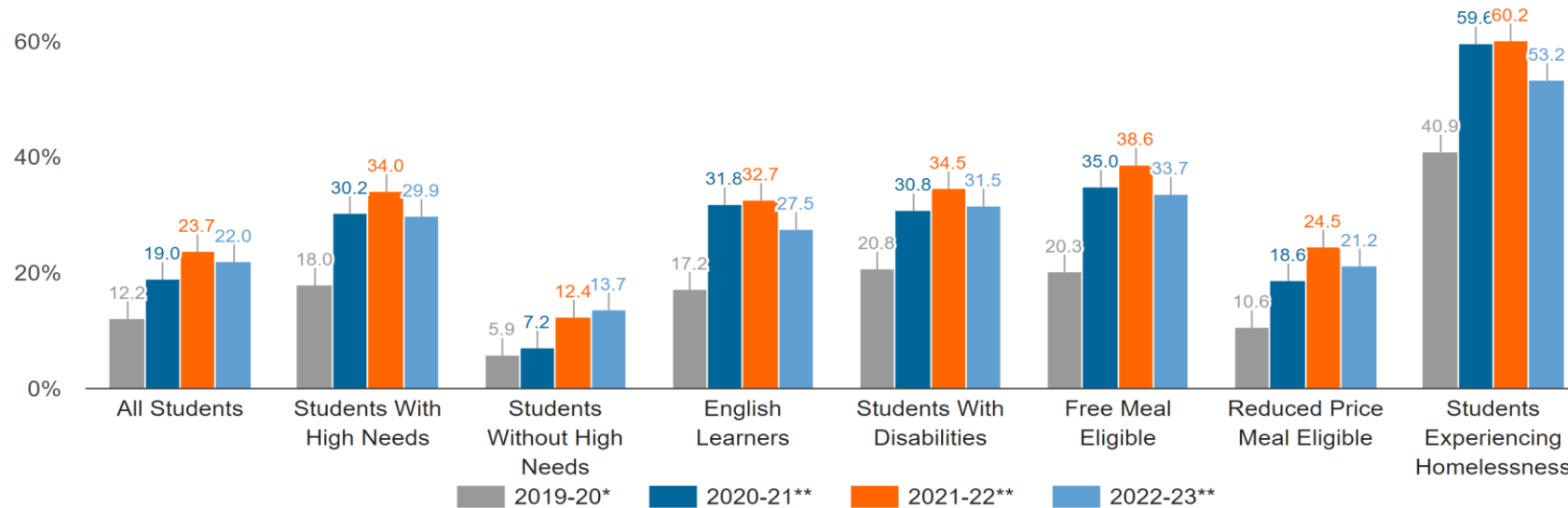




Chronic Absence Trend Data 2019-20 to March 2023



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 \(.xlsx\)](#)

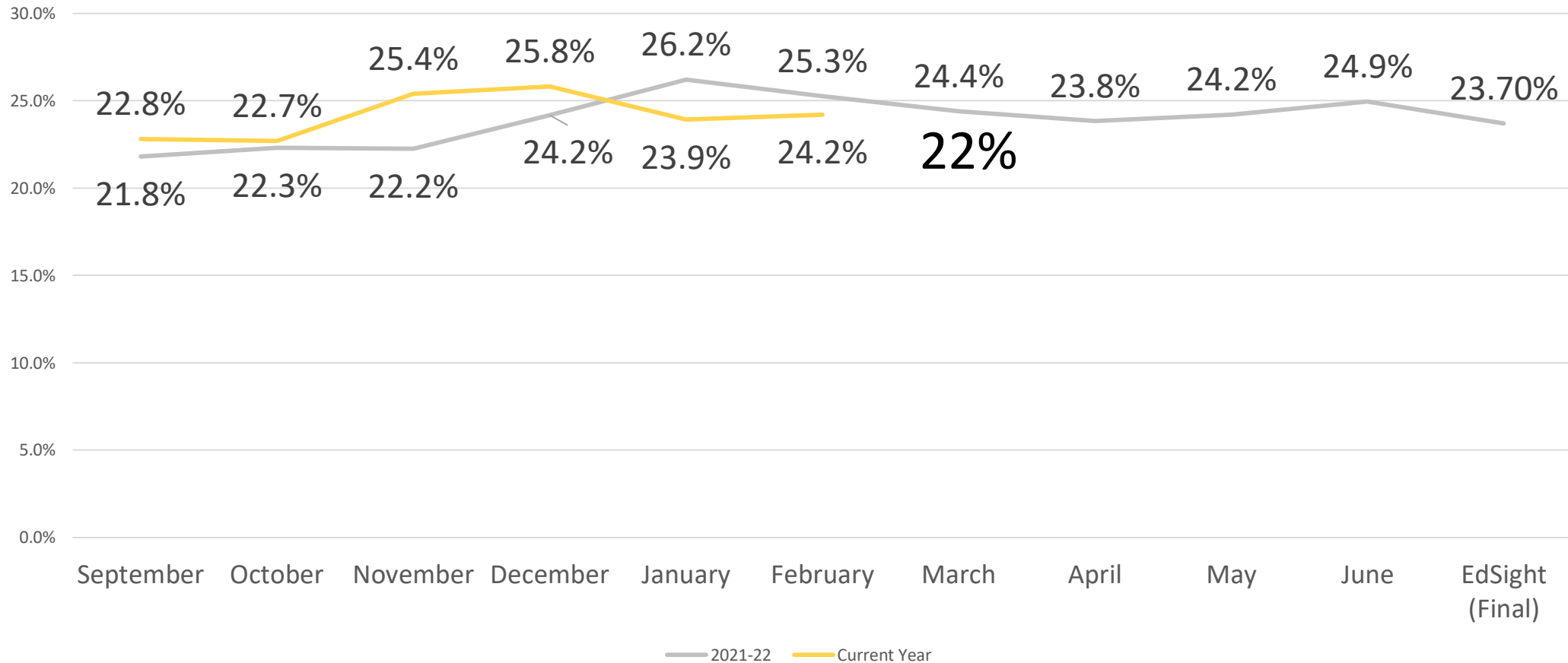




Comparison 2021-22 and 2022-23



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





LEAP 101^s Trainings



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 5th

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



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Aligned and Integrated Efforts

Teams

Data



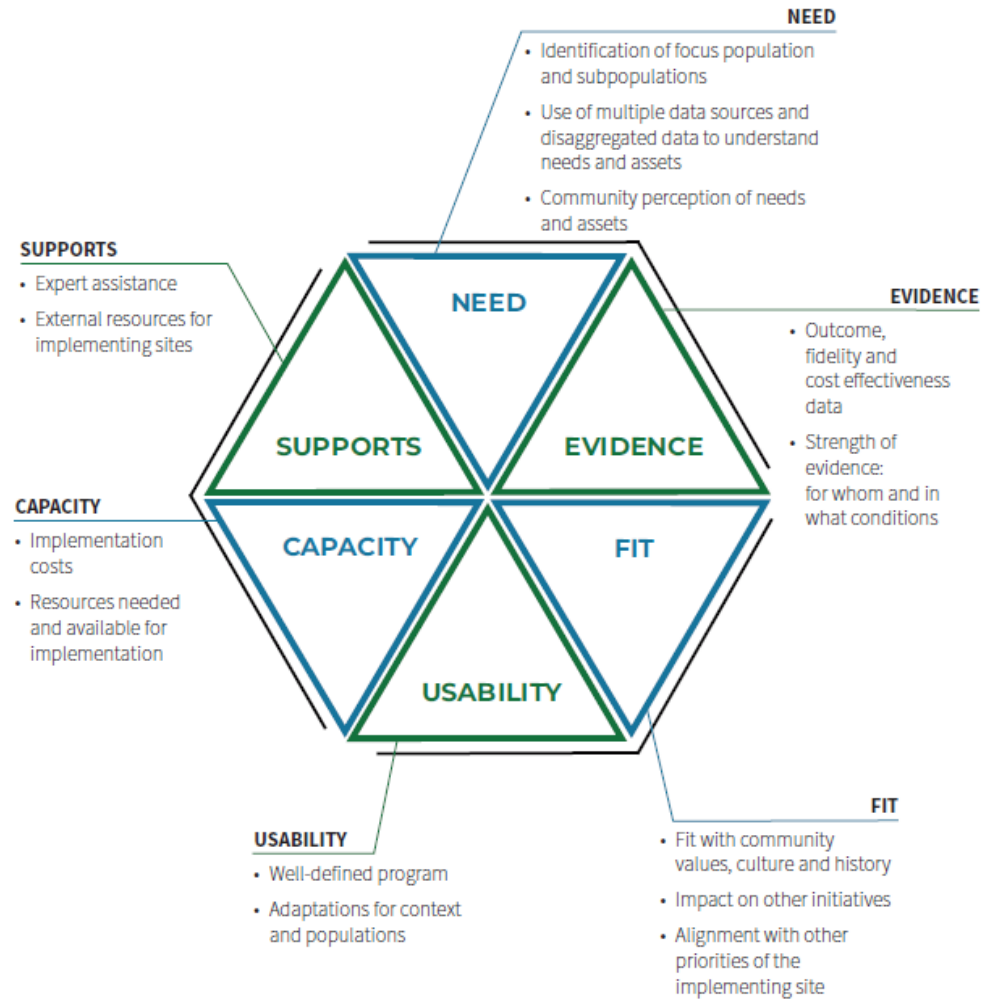
Learning Targets

- Discuss Alignment and Integration of Efforts for a Comprehensive Approach
- Share best practices for teams
- Share how multiple data sources can be used to shape interventions
- Share resources to support the work



The Hexagon: An Exploration Tool

The Hexagon can be used as a planning tool to guide selection and assess the fit and feasibility of potential programs and practices for use. It includes three **program indicators** and three **implementing site indicators**.



Hexagon Tool

Tier 1 Considerations

- Relationship and Community Building
- Traditions and Rituals
- Partnership with families and families
- Access to basic needs
- Learning accommodations and supports
- Defined behavior/social/academic expectations
- Enrichment opportunities
- Robust and affirming curriculum
- Physical safety
- Access to technology and resources



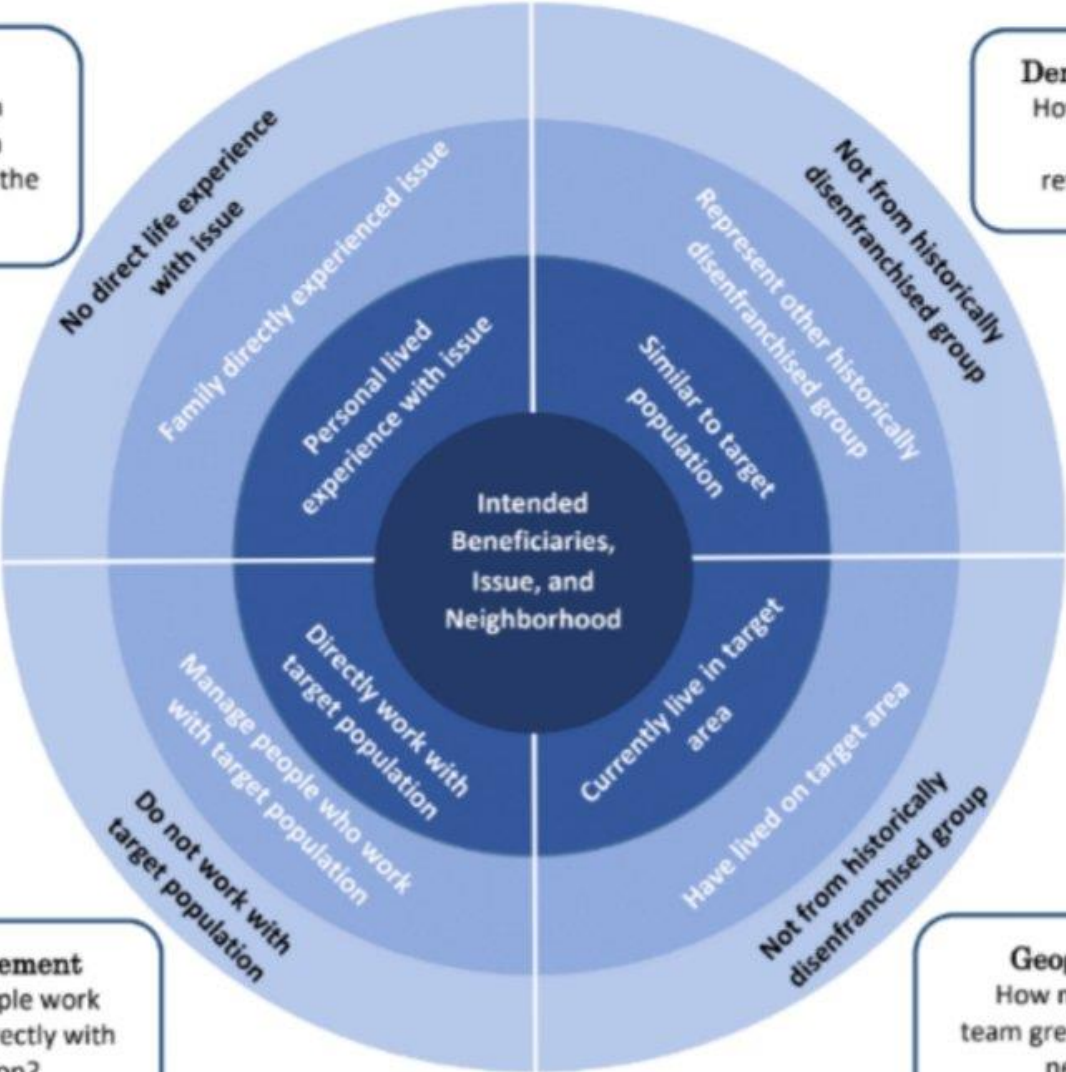
Critical Features of Teams

- Defined Purpose
- Intentional Membership
- Shared Agreements
- Defined Roles and Responsibilities:
 - Facilitator
 - Minute Taker
 - Data Analyst
- Use data to develop and implement problem-solving solutions
- Meet Regularly – consistent membership, agenda
- Current Action Plan



Issue Experience
How many people on your team have been directly impacted by the issue?

Demographic Relevance
How many people on your team demographically reflect target population?



Direct Engagement
How many people work directly or indirectly with target population?

Geographic Relevance
How many people on your team grew up in or live in the neighborhood you are serving?



Who are your Teams?

Committee/Team *Initiative this supports	Purpose/Goal *Expected Outcome	Members/Role	Meeting Schedule	Progress Monitoring/Data Sources
School Climate Committee	Develops the district safe climate plan to create a safe, affirming, inclusive school community.	Admin (<i>data analyst</i>) Gen Ed SPED (<i>note taker</i>) Para Family Member Student Nurse School Counselor (<i>facilitator</i>) SBHC provider	1/month	<ul style="list-style-type: none"> Office Discipline Attendance School Climate Survey DESSA
Attendance Team				
SEL Committee				
School Safety Committee				
MTSS/SRBI Team				
Data Team				
Professional Development Committee				



How are your Teams Monitoring their Efforts?

- What data do you use to make team decisions?
- What data do your teams use to measure impact and progress?
- How are you monitoring for fidelity of implementation?
- How are you using the data to support your community?
 - How is the data shared with staff?
 - How is the data shared with students?
 - How is the data shared with families?
 - How is the data shared with community partners?





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Behavior	Definition	Re-Teach	Classroom Managed – Documented	Office Managed - Documented
Physical Contact/Aggression	Physically hurting oneself or others, including, but not limited to, hitting, kicking, and pushing			
Inappropriate Language	Verbal messages or innuendos, including, but not limited to swearing, name calling, or use of words in an inappropriate way			
Defiance/Non-Compliance	Refusal to follow directives or instructions given by an adult; off-task and refusing to participate and/or complete work during designated time of day			
Disruption	Behavior that causes an interruption in a class or activity.			
Property Misuse/Damage	Behavior that results in destruction or disfigurement of property.			
Technology Violation	Inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.			



Content Acknowledgments

- System Change - National Implementation Research Network
 - [The Hexagon Tool](#)
 - [Stakeholder Engagement Guide](#)



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KEEP IN TOUCH!

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