



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Talk Tuesdays

Student Attendance, Engagement, and Support Series

September 20, 2022

Developed by the CSDE in collaboration with Attendance Works & SERC



STATE EDUCATION RESOURCE CENTER

EQUITY | EXCELLENCE | EDUCATION

Today's Agenda

Welcome

Stephen Proffitt, Director for Special Education Programs and Instructional Design, State Education Resource Center (SERC)

What's New at CSDE and Partners

Kari Sullivan Custer, Attendance & Engagement Consultant, CSDE

EdSight Chronic Absence Data

Kari Sullivan Custer, Attendance & Engagement Consultant, CSDE

Fall Focus on Bright Spots #1: Bristol Public Schools

Erika Treannie, Director of Climate, Culture, and Engagement

Upcoming Attendance & Engagement Meetings



What's New at CSDE

September 19, 2022

- [Hispanic Heritage Month](#)
- [2022 National Blue Ribbon Schools](#)
- [FAFSA Challenge 2021-22 Awardees and 2022-23 Eligible Schools](#)



September 6, 2022

- [CT Department of Public Health \(DPH\) Radon Poster Contest](#)
- [Talent Office Certification Alert](#)

August 25, 2022

- CSDE Releases 2021-22 Student Assessment Data: [press release](#) and [press conference](#)
- [2022-23 Out-of-Town Magnet School Transportation Grant](#)

August 23, 2022

- [Update to Residency Verification Guidance for Students Attending Interdistrict Choice Programs](#)
- [School Safety and Security Plan Templates for School Year 2022-23](#)
- Family Guides on Suspension and Expulsion
 - [When a Child is Suspended from School: A Fact Sheet for Connecticut Families](#)
 - [When a Child is Expelled from School: A Fact Sheet for Connecticut Families](#)

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



CSDE Launches into A New School Year

Priorities for 2022-23

1. Promoting what's right with education in Connecticut
2. Launching into healthy learning ([COVID Guidance](#))
3. Promoting the social, emotional, and mental health of students and staff
4. Providing access to high-quality curricula
5. Supporting educator recruitment
6. Supporting student success
7. An enhanced commitment to literacy



- [CT-N Recording: of State Department of Education Commissioner's 2022 Back-to-School Conference with School Superintendents](#)
- [Press Release: Connecticut State Department of Education Kicks off the 2022-23 School Year with Superintendents: Joined by NASA Astronaut Dr. Bernard Harris](#)

Updated Definition of Attendance

On September 7, 2022, the State Board of Education adopted a resolution for a new definition of “in attendance.” The new definition, with additions in italics, is as follows:

A student is considered to be “in attendance” if:

- 1) present at their assigned school, and/or*
- 2) participating in an activity sponsored by the school (e.g., field trip); and/or,*
- 3) participating in statutorily authorized remote learning as determined through a combination of: synchronous virtual classes, synchronous virtual meetings, activities on time-logged electronic systems, and/or the completion and submission of assignments | for at least half of the instructional school day.*

A student is considered to be “in attendance” if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip) for at least half of the regular school day. Students serving an out-of-school suspension or expulsion are reported as “absent” except for each day that the student receives alternative education programming for at least half of the instructional school day.

Watch for Official Guidance from CSDE



Summer 2022 “Back to Basics” Series

1. [School Attendance Teams are Foundational to Improving Attendance](#) Kari Sullivan Custer, CSDE, and School Attendance Teams in Action, Norwich Public Schools, Sara Duso, Equity Director, Jon Turban, Attendance and Family Engagement Supervisor, and Cindy Beaugard, Family Engagement Coordinator, July 12, 2022, [Watch Recording!](#)
2. [School Climate: Impact on Attendance](#) Amanda Pickett, Climate and Culture Consultant, CSDE, Dr. Michelle Baker, Principal, Wilby High School, Waterbury, July 26, 2022. [Watch recording!](#)
3. [Unpacking Data to identify Trends and Root Causes](#) Kari Sullivan Custer, Education Consultant, CSDE, and Carli Rocha-Reaes, Director of School Counseling, Bridgeport Public Schools, August 9, 2022. Watch recording! [Watch recording!](#)
4. [Equitable and Inclusive Partnerships with Families to Support Student Attendance and Engagement](#), Judy Carson, Ph.D., Education Consultant, School-Family-Community Partnerships, CSDE, and Alice Farrell, JD, LCSW, MSW, President and CEO, Olive Branch Clinical and Consulting Services, LLC, Recording coming soon!

Visit the CSDE Talk Tuesday webpage for recordings and materials for [Talk Tuesdays](#).





Keeping the Conversation Going

Parent Teacher Home Visits (PTHV)
Virtual Technical Assistance Session

Monday, October 17, 2022
3:00-4:30pm

Post-visit reflection is a PTHV non-negotiable practice. This structured session will allow home visit practitioners to build community, learn about and practice post-visit reflection strategies, and prepare to conduct 2nd visits.

This session is for individuals that have received training in the PTHV model and are preparing to conduct their 2nd home visits.

Session facilitated by:



Rachel Brice
Program Director,
Parent Teacher
Home Visits



Presented by:
A Network for Education

CREC ONLINE FAMILY WORKSHOP SERIES

Please Join Us The Following Dates:

- Strategies to Foster Your Child's Motivation, **Tuesday, 10/11/22 @ 6 PM**
Join here: bit.ly/crec1
- How to Share Your Expertise with Teachers, **Tuesday, 11/15/22 @ 6 PM**
Join here: bit.ly/crec2
- Planning for the Future, **Tuesday, 3/14/23 @ 6 PM**
Join here: bit.ly/crec3

Every workshop is a chance to
win a \$10 Amazon gift card!



A Network for Education

 PowerMyLearning

EdSight: Chronic Absence Data

1. **Yearly Trends:** EdSight www.edsight.ct.gov
2. **Monthly Reports:** Supporting Student Attendance Dashboard (EdSight – bottom of page)





EdSight

Connecticut's official source for education data

Welcome to EdSight

Interactive data portal for Connecticut's public districts, schools, and programs

Students with High Needs



Certified Staff of Color



Connecticut
Report Cards

Visual, multi-year reports with up-to-date district and school metrics



Analyze and visualize data regarding the employment (past and present) of educators of color for all districts and the state as a whole.

[View Our Diversity Dashboard](#)

[View Accountability Index Report](#)



FAFSA

Connecticut Free Application for Federal Student Aid (FAFSA®) Completion Rates.

[View FAFSA Report](#)



Resident Town D

View enrollment, attendance, and achievement data by resident town, including [Sheff Magnet Schools](#).

[View Resident Town Dashboard](#)



Supporting Participation

To support attendance and engagement of students, the CSDE established a new system to collect student-level attendance data on a monthly basis.

[View Student Participation Dashboard](#)

Search for schools or districts

Find address, contact information, and websites for schools and districts

[Search Now](#)

Related Links

[Condition of Education](#)

[Data Dictionary](#)

[Data Suppression Guidelines](#)

EdSight Support

[Email EdSight Help Desk](#)

Supporting Student Participation in 2021-22

In 2021-22, all school districts are expected to provide full-time, in-person learning for all students. Remote learning may only be used to provide continued educational opportunities: (1) for students who must be in COVID-19 isolation or quarantine, (2) to address localized outbreaks in a school or specific school district, and (3) in rare and individualized circumstances, for students with elevated risks from COVID-19 exposure due to co-habiting family members with documented vulnerability to COVID-19.

The data on this page are intended to provide transparency regarding student attendance and learning models in public school. Check out the CSDE's [Chronic Absence Page](#) for resources on supporting greater student attendance.

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 \(PDF\)](#)

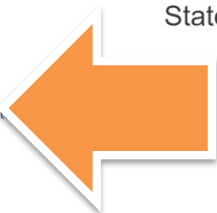
District-level disaggregated data by student group along with data visualizations will be used by CSDE staff to identify and support districts where year-to-date attendance is substantially lower than in the previous school year. CSDE is also partnering with the State Education Resource Center (SERC) 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.

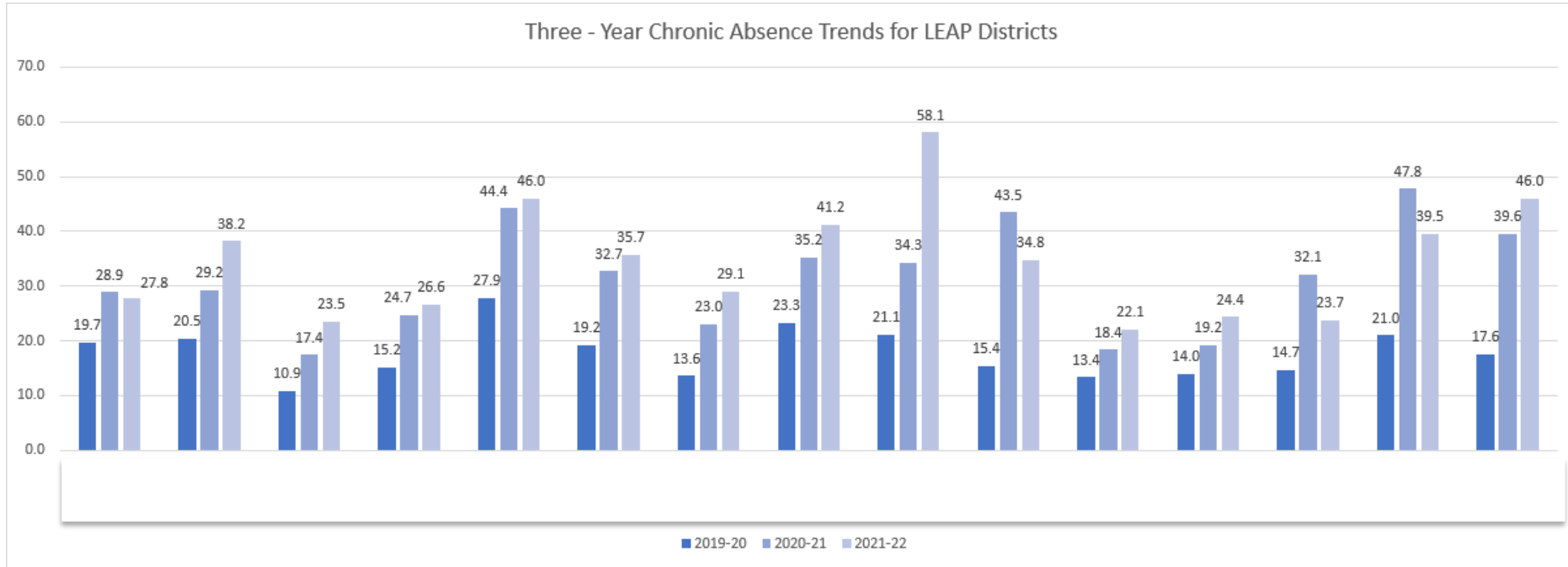
Statewide Attendance

Data Files

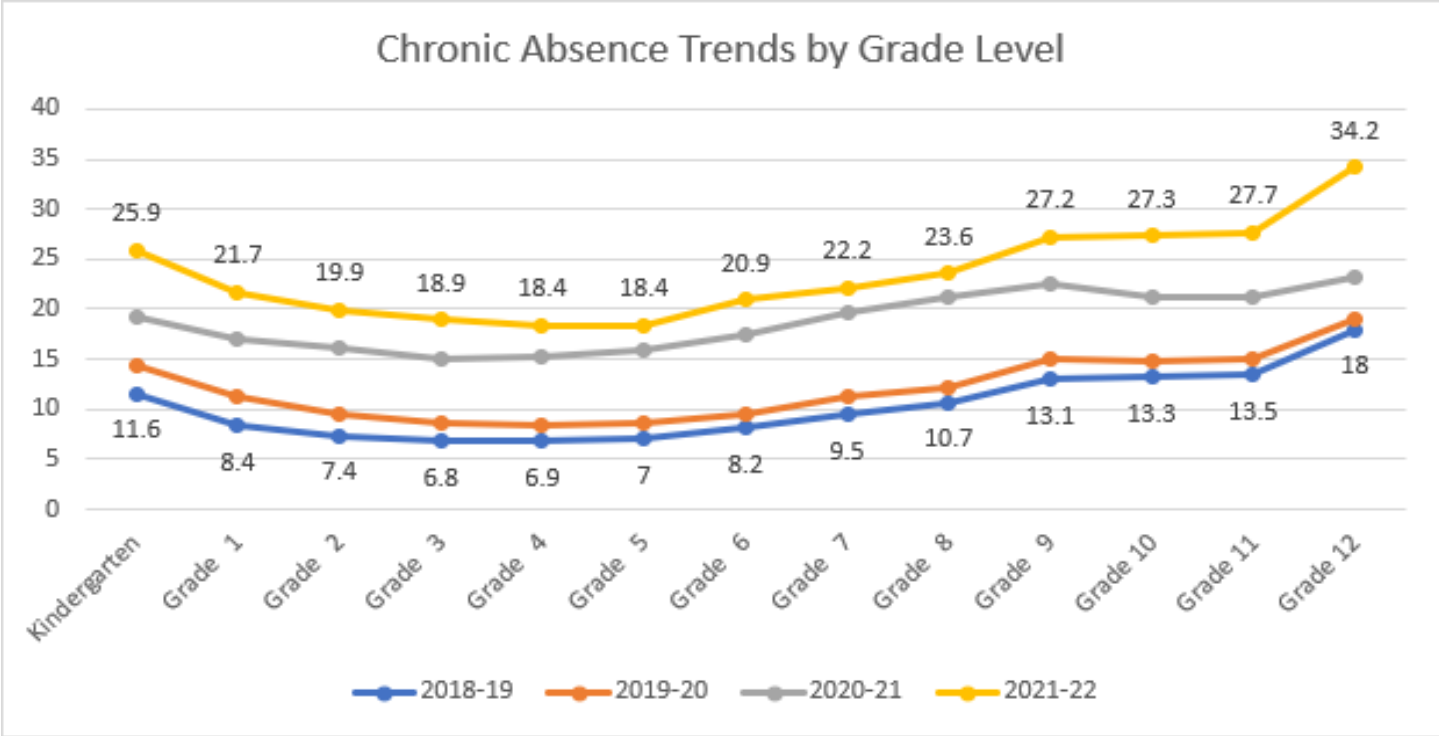
- [Attendance Rates for State and Districts, Student Groups by tab \(.xlsx\)](#)
- [Chronic Absence Rates and Remote Attendance Information for State and Districts, S...](#)
- [Attendance Rates for Schools \(.xlsx\)](#)



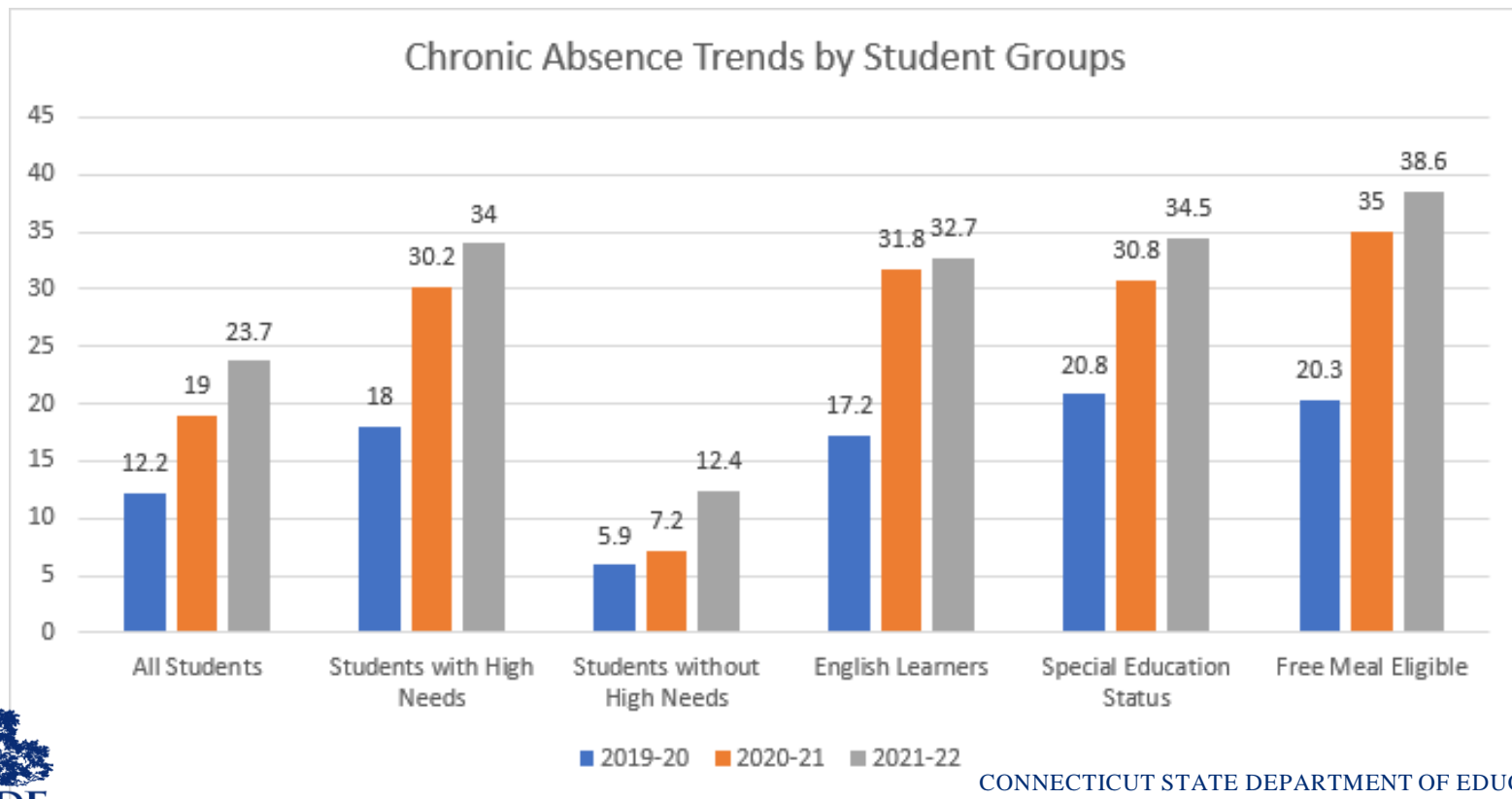
Chronic Absence Trends by Districts



Chronic Absence Trends by Grade Level

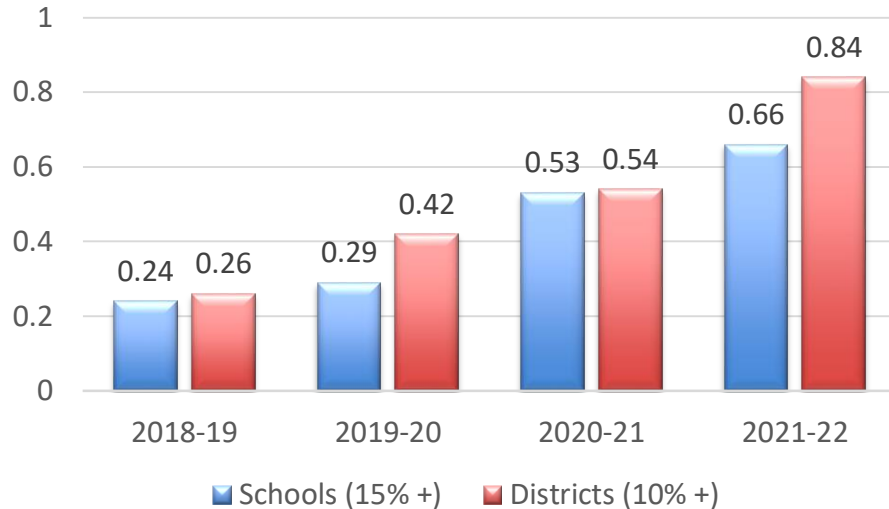


Chronic Absence Trends by Student Groups



Attendance Teams

Districts/Schools Requiring Attendance Teams



[Sec. 10-198c. Attendance review teams](#)

(b) (1) Each local and regional board of education that has:

- **district chronic absenteeism rate of 10 percent or higher**
- **school chronic absenteeism rate of 15 percent or higher**
- **more than one school with a chronic absenteeism rate of 15 percent or higher** shall establish an attendance review team for the school district or at each such school, or
- **district chronic absenteeism rate of 10 percent or higher and one or more schools with a school chronic absenteeism rate of 15 percent or higher**
- Such attendance review teams shall be **established to address chronic absenteeism** in the school district or at the school or schools.
- Any attendance review team established under this subsection may consist of who address issues **rschool administrators, guidance counselors, school counselors, school social workers, teachers and representatives from community-based programs** related to student attendance by providing programs and **services to truants**, as defined in section 10-198a, and chronically absent children and their parents or guardians.
- Each attendance review team shall be responsible for reviewing the cases of truants and chronically absent children, discussing school interventions and community referrals for such truants and chronically absent children and making any additional recommendations for such truants and chronically absent children and their parents or guardians.
- Each attendance review team **shall meet at least monthly**.

Here's What We're Going to Do!

1. Open Talk Tuesdays to ALL
2. Track Data - monthly
3. Identify “What’s Good” and focus on Bright Spots
4. Promote Strategies & Interventions that Work
5. Monitor Interventions
6. Celebrate Successes!



Celebrate Successes!

- ✓ Ansonia School District
- ✓ Elm City Montessori
- ✓ Park City Prep Charter
- ✓ Booker T. Washington Academy
- ✓ Killingly School District
- ✓ Side By Side Charter
- ✓ Bridgeport School District
- ✓ Ledyard School District
- ✓ Torrington School District
- ✓ Bristol School District
- ✓ New Beginnings Inc Family Academy
- ✓ Vernon School District
- ✓ East Windsor School District
- ✓ New London School District
- ✓ Waterbury School District



Fall Focus on Bright Spots #1:
Bristol Public Schools

Erika Treannie, Director of Climate,
Culture, and Engagement



Attendance Strategies

Erika Treannie

9/20/22

District Wide Initiative

Attendance isn't just about performance indicators.

It's the first flag that a child and family needs help:

- Academic
- Home
- Mental Health

DATA

- Fidelity Checks:
 - Is coding being done in a timely and accurate manor?
 - Are we documenting reasons?
 - Tiered supports
 - Is every school across the district sharing the same attendance message?
- What do we do with the data:
 - Target areas
 - District Continuous Improvement Team
 - Set Goals and monitor
 - Implementation of school based goals

Climate

- SEL
 - Climate Camp [Climate Camp Flyer](#)
 - Caring and trusted adult (Name - Strength - Need: How are you collecting and reviewing
 - Morning meeting, Crew, Advisory
 - Targeted monthly SEL lessons to guide the work
October SEL Newsletter
- Welcoming
 - Training office staff and teachers
 - Look at attendance policies - Could they be deterring students?

Engagement

- Family Meetings
 - Letters
 - Solution focused, identify real or perceived barriers
- Community Providers
 - Mental Health, Community Services, Community Partnership
- School reach out
 - New Family Liaisons [Welcome](#)
 - Family Nights
 - Communication
 - Community Closet
- Home Visits - Binder

OTL - Special Services - Talent Management

- Making sure lessons are culturally relevant - allowing students to see themselves in lessons
- Summer School - Policy
- PPT - Program review, SRAS
- Employment recruitment

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.
- **October 4, 2022 (TBD)**
- **October 18, 2022 (TBD)**



KEEP IN TOUCH!

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