

Attendance & Engagement System of Support & Professional Communities

Talk Tuesdays

Developed by the CSDE in collaboration with SERC

October 17, 2023



Today's Agenda

Welcome, What's New at CSDE and Partners

Christine Kuehlewind, Stephen Proffitt, Ann Marie Cordisco, and Elisa Palmieri Laudati, State Education Resource Center (SERC)
Jay Brown, Bureau of Special Education Consultant (Academic Office), CSDE

High School Bright Spots

Helen Duffy, Senior Fellow, Attendance Works
Matthew Ryan, Principal, East Hartford High School

Upcoming Attendance & Engagement Meetings

Christine Kuehlewind, SERC



Welcome

September 12, 2023

- [Review the State Board of Education's 2023-28 Five-Year Plan Draft](#) and [submit your comments](#).
- [Register for the 2023 Performance Matters Forum \(PMF\)](#) and [view conference details](#)
- [Grant Expenditure Dashboard on EdSight Public](#) (New)

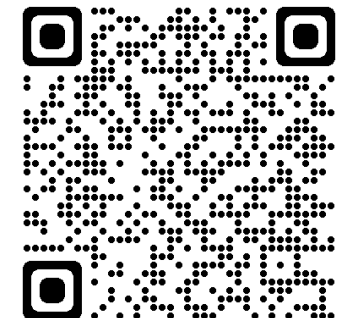
September 14, 2023

- [View the Connecticut Guidelines for Educator and Leader Evaluation and Support 2023 \(CT Guidelines 2023\)](#) and [read the Commissioner's memo](#)

September 18, 2023

- [Celebrate National Adult Education and Family Literacy Week](#)
- Calling Connecticut Educators! [Apply to Participate in Smarter Balanced Item Reviews in ELA and Math](#)- Review the [necessary qualifications, application process, and other information](#) and the [FAQ](#)
- [Internet Safety Training – On behalf of the US Attorney’s Office, District of Connecticut and the Department of Children and Families](#)
- FAFSA Data Sharing Agreement Expiring – [District Signature Required on Amendment](#)

[Superintendent's Digest](#)





Welcome

September 21, 2023

- [CSDE-Hispanic Heritage Month PD Playlist](#)
- Please see our most recent press releases: [FAFSA Challenge Schools Show Significant Gains](#),
- [2023 National Blue Ribbon Schools](#), [EdSight Dashboards](#)

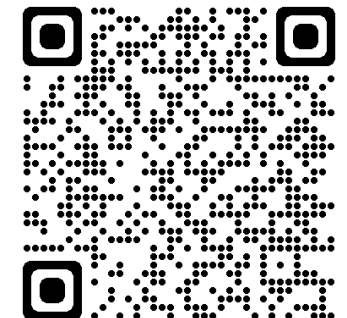
September 25, 2023

- [International Day of the Girl Panel: Using Digital Platforms to Progress Change](#)

September 28, 2023

- [Register for Informational Webinar for Districts who have Requested a Waiver of Connecticut Approved K-3 Reading Curriculum Models or Programs](#)
- [Connecticut Automatic Admissions Program \(CAAP\) Update](#)
- [Dual Credit Grants Awarded](#)

[Superintendent's Digest](#)





Welcome

October 2, 2023

- [Defined Careers October Professional Learning Opportunity - Register Now](#)
- **ALERT:** FEMA and the FCC will send a national mobile alert test to all consumer cell phones at approximately **2:20 p.m. EST on Wednesday, October 4**

October 5, 2023

- [Increasing Educator Diversity Informational Webinar](#)
- [Aspiring Educators Diversity Scholarship Program](#)
- [Nominations for the 2024 U.S. Presidential Scholar Program](#)

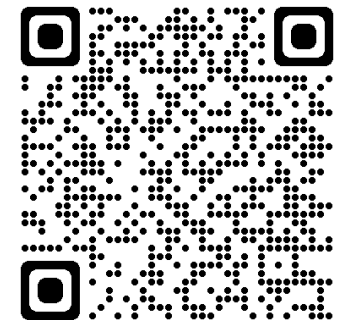
October 11, 2023

- [Middle East Conflict - Resources for talking to Students, Families and Staff](#)

October 12, 2023

- Reminder: [Increasing Educator Diversity Informational Webinar](#)
- [On behalf of CT Department of Transportation Commissioner Garrett T. Eucalitto – 2023 CTDOT Snowplow Naming Contest](#)

[Superintendent's Digest](#)



Fall and Winter LEAP Trainings

LEAP



Learner Engagement & Attendance Program

Building relationships for student success

NEW FALL & WINTER DATES!

Virtual LEAP 101 Trainings

Learn the LEAP Approach to relational home visits

Register Now!

September 27, 2023

<http://tinyurl.com/RegisterLEAP101September>

October 18, 2023

<http://tinyurl.com/RegisterLEAP101October>

November 8, 2023

<http://tinyurl.com/RegisterLEAP101November>

December 8, 2023

<http://tinyurl.com/RegisterLEAP101December>

January 17, 2024

<http://tinyurl.com/RegisterLEAP101January>



Questions? Contact Francisco Baires at fbaires@crec.org

LEAP (Learner Engagement & Attendance Program) is Connecticut's research-based, relational home visit model proven to increase student attendance and family engagement.

- **Connecticut Home Visit Hub**



- To build capacity to conduct home visits, the CSDE created a professional development home visit hub housed at CREC, one of the state's six RESCs. The Hub offers a variety of professional development opportunities including:

- **LEAP 101 Trainings** are designed to teach staff who are new to the LEAP home visiting approach. These virtual sessions focus on preparing home visitors for their initial contacts with families and the first visit through role plays and discussion. Trained coaches assist participants with role-playing and deepening their understanding of the home visit experience.
- **District-specific LEAP Trainings** allow district leaders the opportunity to collaborate with the Hub staff to adapt and integrate the LEAP model into existing family engagement programs and design virtual trainings with this local context in mind.
- **Connection Sessions** offer home visitors virtual space and opportunities to share their experiences with home visits, learn from and be inspired by each other, and to flag areas where they need additional resources or training.
- **Social Emotional Health and Wellness & Mental Health First Aid Trainings** are opportunities for home visitors to learn from experts in order to be well-versed in how to respond to a variety of related needs that a family may share.
- **Talk Tuesdays**, offered by CSDE every other Tuesday, are informal, virtual discussion opportunities open to all Connecticut school district and community partner staff interested in conversations and learning about all things attendance and engagement-related in order to build broad capacity and best practices statewide. Talk Tuesdays are hosted by SERC, Connecticut's State Education Resource Center; they are recorded and available [online](#).
- **District Coordinator Meetings** are monthly opportunities for district LEAP Coordinators to come together with CSDE LEAP leadership to share updates, learn from one another, identify any implementation challenges, ensure fidelity of implementation, and make any necessary course corrections.
- **The LEAP Family Roundtable** is an opportunity for families to share insights about their experiences with LEAP in order for the program to continuously improve. This work is in partnership with the [Connecticut Parent Advocacy Center](#) (CPAC).

- The Home Visit Hub initially trained home visitors from the 15 districts who received funding. It has expanded and is currently also conducting statewide trainings for districts across Connecticut, as well as interested states around the country, and in Canada. The Hub has trained more than 1,700 home visitors in the LEAP approach.

www.ct.gov/LEAP

High School Bright Spots Brief



<https://portal.ct.gov/-/media/SDE/Chronic-Absence/BrightSpotsCTReport2023Final.pdf>



Featured Speakers

High School Bright Spots

Helen Duffy, Senior Fellow, Attendance Works
Matthew Ryan, Principal, East Hartford High School



CT Talk Tuesday: High School Bright Spots

October 17, 2023





Welcome!



Helen Duffy
Senior Fellow



Agenda

- I. Welcome/Introductions
- II. Context for CT Bright Spots Project
- III. Methods/Process
- IV. Findings
- V. Matt Ryan, Principal, East Hartford
- VI. Q&A
- VII. Closing



Getting Started: Introductions

Audience Poll: What type of organization do you represent?

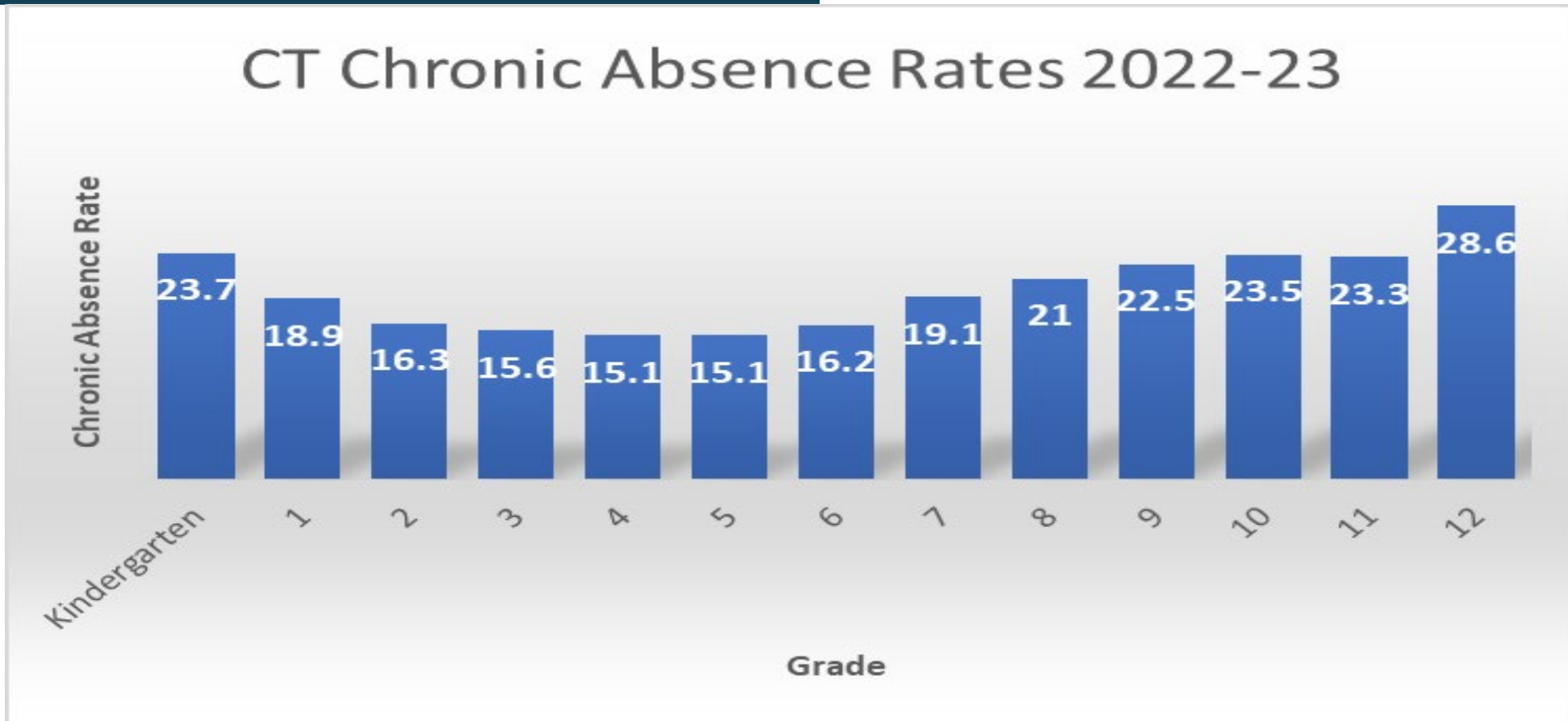
- State Education Agency
- District
- School
- Community Organization
- Other

CT Context



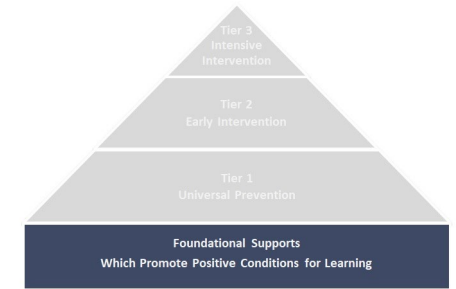
CT Context for Chronic Absence

Type in the chat: What is your quick reaction to these data?

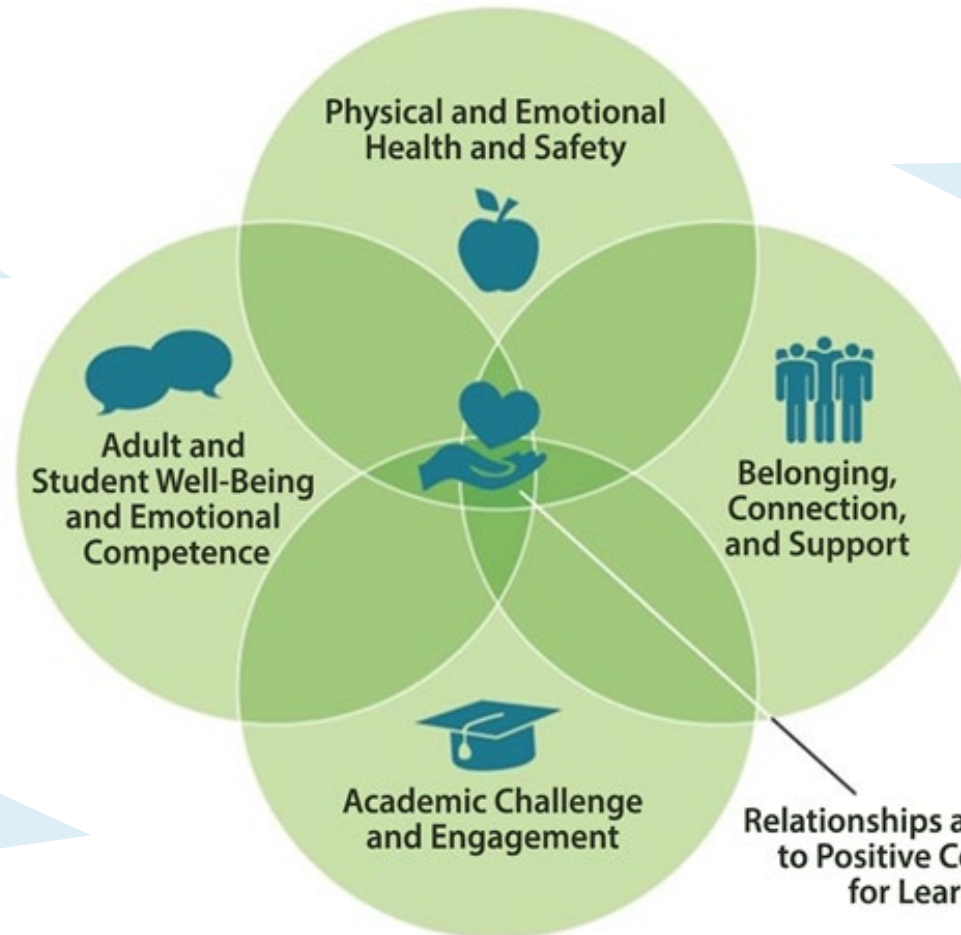


High School: Opportunities and Challenges

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



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.

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

The CT Bright Spot Project 2022-2023



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, Interview, and Summarize

1. Identify high schools that have:
 - a. Chronic absence rates lower than the state average, lower than CT's 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 I, SIG, or CN schools
3. Interview school and district leaders
4. Summarize individual school practices and provide a cross-school analysis of promising practices



Products

1. Release a brief that includes an analysis across schools and individual school summaries that highlight specific practices.
2. Feature school leaders who can share their efforts during Talk Tuesday.
3. Videos featuring school leaders will be coming soon.



Key Findings

- Shifting mindsets as an important first step
- School attendance teams drive the work
- Intentional outreach and grouping of students that help build relationships, especially for incoming 9th grade students
- Infrastructure for coherent, tiered supports for students and families

Relationships & Opportunities



Begin. Build. Become.

Enrollment 1st & 2nd Semester

SY 22-23

	Total	SPED	EL	Entry	Exit	SPED%	EL%
9	479 (+7)	95	111	59 / 30	43 / 22	19.9%	23.2%
10	466 (-16)	92	77	41 / 17	36 / 38	19.7%	16.5%
11	370 (-2)	64	49	24 / 21	39 / 26	17.3%	13.2%
12	327 (-22)	66	31	19 / 3	27 / 26	20.2%	9.5%
School	1642 (-43)	317	268	143 / 71	145 / 122	19.3%	16.3%

Relationships & Opportunities



Begin. Build. Become.

Demographics: 1,719

SY 23.24

Grade Level	Total in Grade	<u>(I) American Indian or Alaska Native</u>	<u>(A) Asian</u>	<u>(B) Black or African American</u>	<u>(P) Native Hawaiian / Other Pacific Islander</u>	<u>(W) White</u>	<u>Hispanic/Latino</u>	<u>Two or More Race Categories</u>
9	387	0	13	117	0	26	215	16
10	472	1	20	148	1	39	254	9
11	458	1	14	147	2	24	255	15
12	402	0	15	134	2	39	199	13
Total	1719	2	62	546	5	128	923	53

High School Accountability Report Card

Indicator	SY22		SY23	
	EBRW	Math	EBRW	Math
Percentage of Grade 11 students achieving Career and College Readiness as measured by annual Scholastic Achievement Test (SAT)	30%	16%	36%	18%
The number of students taking IB/AP/ECE/CTE Courses	124(ECE) + 238(AP) + 1654(CTE) = 2,016		99 (ECE) + 258(AP) + 1638(CTE) + 167(CCP)= 2,160	
Percentage of students achieving readiness on Postsecondary/Career Exams	59.8%		70.7%	
Percentage of students achieving 4 year on-track status for graduation	94.5		88.5%	
LAS Links Growth	Oral	Literacy	Oral	Literacy
	56.4	48.6	pending CSDE	pending CSDE
Arts access	65		65	
Percentage of students meeting standard on Connecticut Physical Fitness Test (CPFT)	Pass Rate	Participation	Pass Rate	Participation
	44%	91.2%	41%	93%
Rates of daily attendance/chronic absenteeism (CA)	Attendance Rate	CA Rate	Attendance Rate	CA Rate
	91.9%	15.8%	93.0%	14.4%
Suspension Rate (In School Suspension (ISS), Out of School Suspension (OSS))	ISS	OSS	ISS	OSS
	1529	280	924	405

Grade Level Attendance Teams

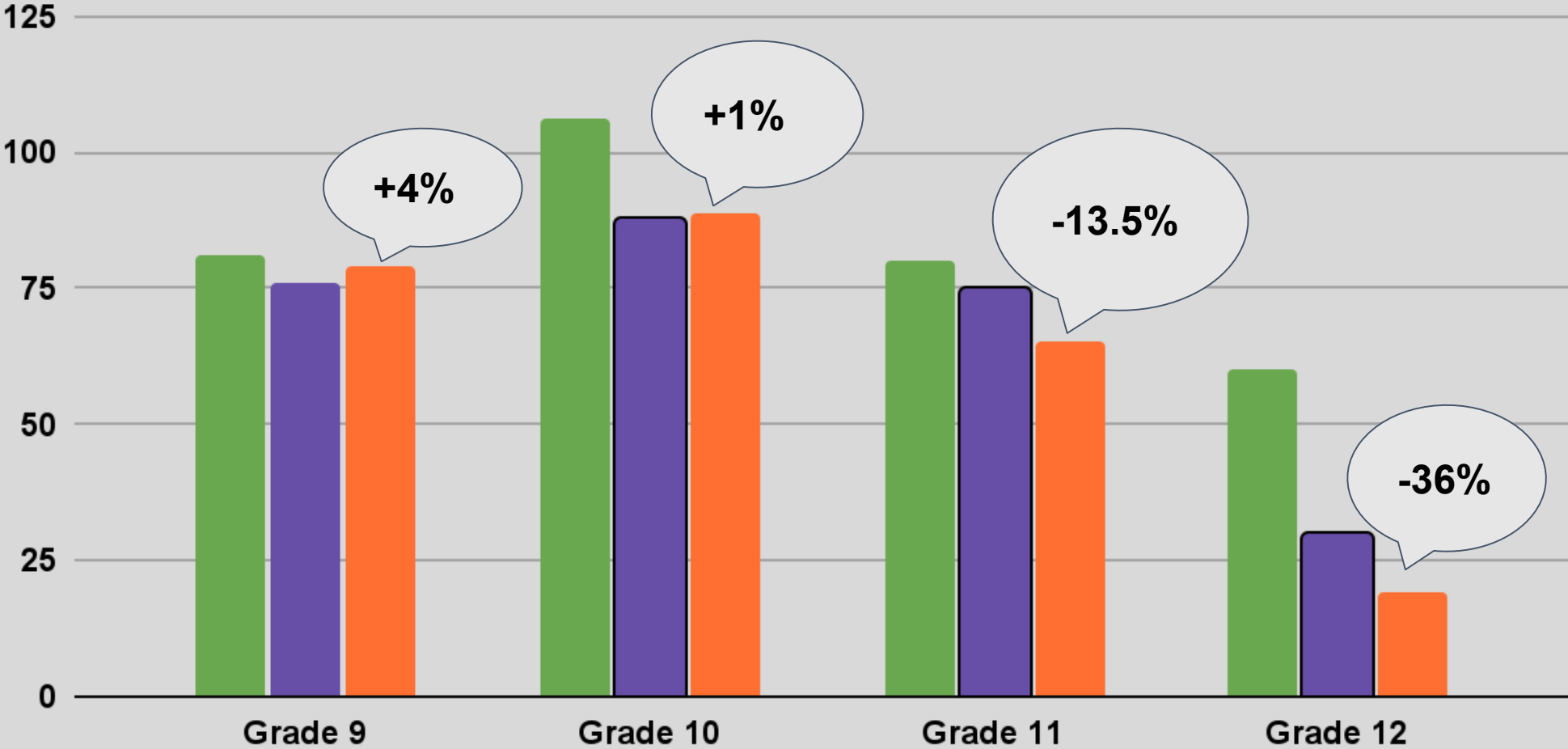
(administration, school counselor(s), Social Worker, behavior manager(s), family liaison and attendance officer will meet daily to Review, Report and Respond to the grade level EWS (Early Warning System) Daily Report prior to discussing and analyzing Daily Attendance Topics. Review attendance data and topics, Report on attendance data and actions, then Respond and devise new actions to address attendance concerns.

Team Member(s):	Role and Responsibilities
Attendance Officer	Set agendas; lead meetings; suggest action items stemming from meeting to staff responsible for implementation; collect, analyze, and present appropriate data at designated timelines; carry out parent and community outreach. This team member will utilize the EHPS School Attendance Guide to conduct meetings, document actions, and determine next steps.
Teachers	Daily responsibilities with respect to attendance and provide feedback on current actions and plans along with taking accurate attendance.
Administrators	Monitor grade level attendance efforts and requirements, direct action items for interventions; maintain credit loss bi-weekly and attendance tracking.
Social Workers, Family Liaison & School Counselors	Support and carry out appropriate interventions; student emotional, social & family support
School Nurse	Provide insights into ongoing medical issues that may impact attendance for specific students
Behavior Managers	Daily attendance meeting and student monitoring; tracking of student situations; carry out interventions.

Attendance Topics	Attendance Agenda Items- (5 minutes for each agenda item)
Monday Bag Day (15-minute meeting) Support Staff member	<ul style="list-style-type: none"> ▪ Grade Level Attendance Members: Review, Report, & Respond to Daily EWS Reports ▪ Baglist: Review, Report, & Respond to current practices ▪ Baglist- identify students that will benefit from the tier 3 intervention.
Tardy Tuesday (15-minute meeting) Support Staff member	<ul style="list-style-type: none"> • Grade Level Attendance Members: Review, Report, & Respond to Daily EWS Reports • Grade Level Tardies (Target Specific Students to make improvements): Review, Report, & Respond; What are the tardy triggers? • Class Cuts: Review, Report, & Respond to current practices
10% Wednesday (15-minute meeting) Nursing Team & Support Staff Member	<ul style="list-style-type: none"> • Grade Level Attendance Members: Review, Report, & Respond to Daily EWS Reports • 10% List (Target specific students): Review, Report, & Respond • What the student's story? -Team will report out on one student • Identify Monthly Attendance Awards: Most Improved and Perfect Attendance
Thorough Thursday (15-minute meeting) Family Liaison	<ul style="list-style-type: none"> • Grade Level Attendance Members: Review, Report, & Respond to Daily EWS Reports • Review, Report, & Respond to Family Interaction Data (Interventions- parent meeting, phone conferences, home visits, & community support) • Parent Contact Report: (emails, phone conversations, parent meetings)
Data Dashboard Friday (30-minute meeting) Family Liaison	<ul style="list-style-type: none"> • Grade Level Attendance Members: Review, Report, & Respond to Daily EWS Reports. • Data Dashboard: Review, Reflect, & Respond to EHHS Attendance Data using the Data Dashboard to identify attendance trends and devise solutions. • Whole Attendance Team will meet report out and identify attendance trends • Share & collaborate ideas/ interventions with grade level teams • Attendance Officer Grade Level Report: (parent contact, referrals made to outside agencies, Daily Phone Calls, Parent meetings, tardies & ISS)
GRADE LEVEL DAILY MEETING TIMES	<ul style="list-style-type: none"> • M-TH- 9TH GRADE 9AM-9:15AM; 10TH GRADE 9:15AM- 9:30AM; 11TH GRADE 9:30AM- 9:45AM; 12TH GRADE 9:45-10:00AM FRIDAYS- WHOLE TEAM 9:45AM TO 10:15AM
Communication Entry on PowerSchool	<ul style="list-style-type: none"> • All Attendance Actions need to have a "Log Entry" and use a specific "Log Type" under the drop-down bar.

Chronic Absenteeism Number of Students

Day 91 Day 135 Day 171



Attendance Interventions Fourth Quarter

Interventions	Grade 9	Grade 10	Grade 11	Grade 12	Totals
Daily Phones Calls	950	593	469	323	2335
Parent Meetings & PPT/504	50	45	28	50	173
Tardy Phone Calls	169	141	192	116	618
Home Visits	13	15	19	9	56
Student Attendance Awards	17	16	7	10	50
Totals	1199	810	715	508	3232= +31%

Attendance Data

Grade	Chronic Absenteeism Rates	Percent Change since mid year
9	16.2%	-17.7%
10	17.7%	-34%
11	16.7%	-32%
12	4.5%	-78%
Total Rate	14.4% = -10%	From 21-22 school year

93%
22-23 Daily Attendance Rate
 up 4% from the 21-22 school year

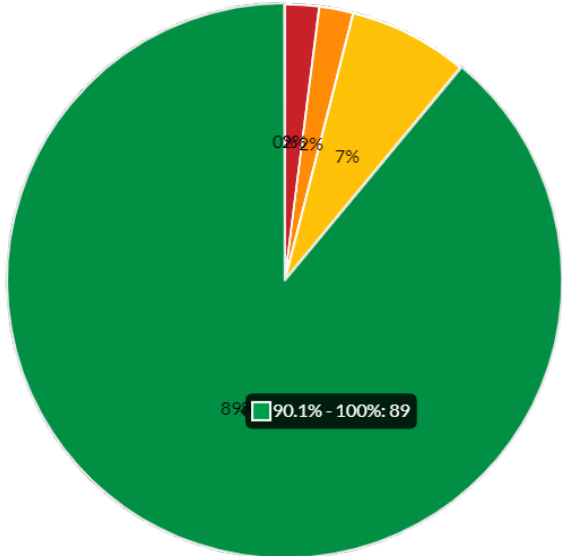
1st Attendance Interventions

Daily Phone Calls	3,533
Tardy Phone Calls	1,566
Parent Meetings	377
Home Visits	47

2nd Semester Interventions

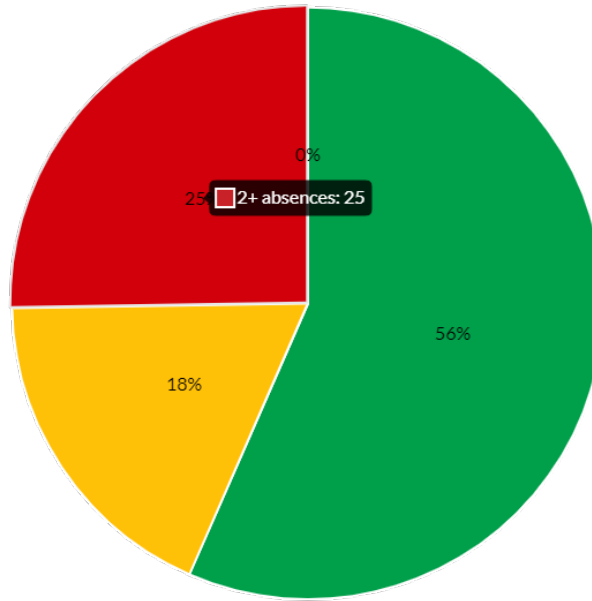
Daily Calls	3769	6.6%
Tardy Calls	1446	-7.6%
Parent Meetings	317	-15.9%
Home Visits	75	59.7%

ADA



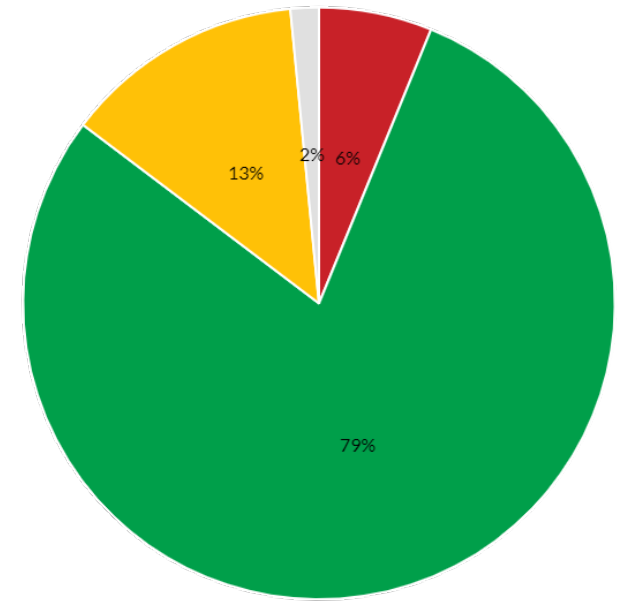
0% - 60% 60.1% - 80% 80.1% - 90% 90.1% - 100%
No data

Q1 Absences



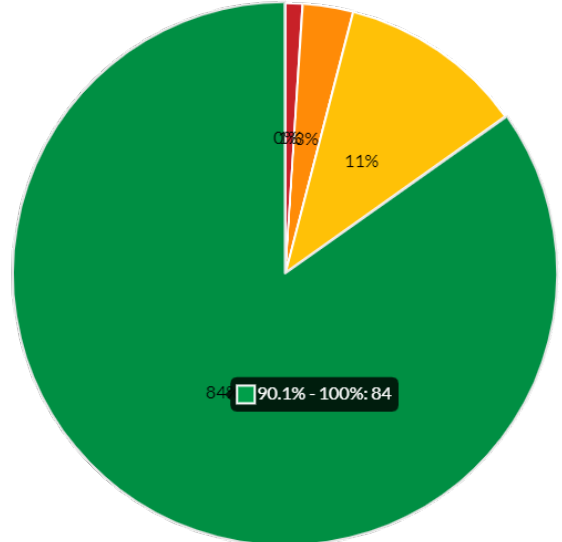
0 absences 1 absences 2+ absences No data

This Quarter On-Track



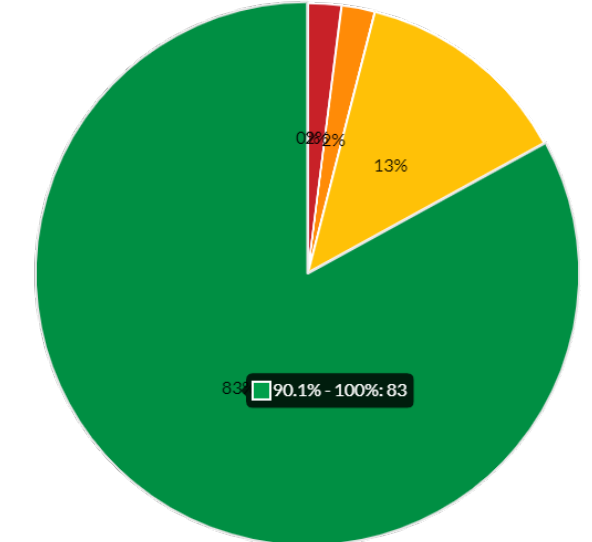
Off-Track On-Track Almost On-Track No data

ADA



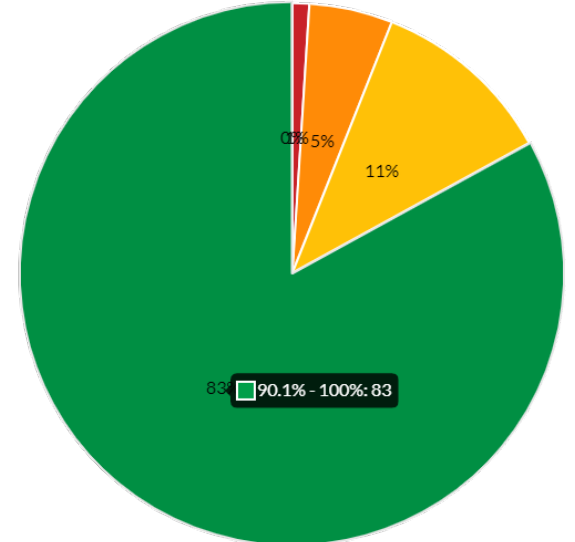
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ADA



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No data

Relationships & Opportunities



Begin. Build. Become.



Questions





Upcoming Attendance & Engagement Meetings

Talk Tuesdays for the 2023-24 School Year

2023

- October 31
- November 14
- November 28
- December 12

2024

- January 9
- January 23
- February 6
- February 20
- March 5
- March 19
- April 2
- April 30
- May 14
- May 28

Register for Talk Tuesdays





Keep in Touch!

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