Attendance & Engagement System of Support & Professional Communities

Developed by the CSDE in collaboration with SERC

September 19, 2023

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Today's Agenda

Welcome

Christine Kuehlewind, Stephen Proffitt, Ann Marie Cordisco, and Elisa Palmieri Laudati, 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

Understanding and Interpreting Monthly Attendance Data for 2023-24

Briana Hennessy, CSDE Associate Education Consultant, EdSight, ETLs, Data Integration, Reporting

Upcoming Attendance & Engagement Meetings

Christine Kuehlewind, SERC

Welcome

August 18, 2023

- Commissioner's Back-to-School Meeting
- Components of Social, Emotional, and Intellectual Habits: Kindergarten through Grade 12

August 21, 2023

- Are Your District's Contacts with CSDE Up to Date? For details, watch Behind the Numbers: From Data to Dashboards, Session 2 of 3

Superintendent's Digest

August 24, 2023

- Talk Tuesdays begin Tuesday, September 19, 2023
  Talk Tuesdays are biweekly "drop-in" virtual opportunities that engage state agency, district, and school staff in an open dialogue around student attendance and engagement.

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Welcome

August 28, 2023

- Press Release: Connecticut Sees Improvement in Attendance, and Math and Science Scores

August 31, 2023

- CSDE Launches Grades 3-6 English Language Arts Model Curriculum

September 5, 2023

- Connecticut Physical Fitness Assessment (CPFA) Dashboard on EdSight

September 7, 2023

- Connecticut State Department of Education Commissioner Charlene M. Russell-Tucker Announces the Appointment of Charles E. Hewes to Serve as Deputy Commissioner for Academics and Innovation

Superintendent's Digest

Talk Tuesdays

Welcome

September 12, 2023

- Review the State Board of Education's 2023-28 Five-Year Plan Draft and submit your comments.
- Sign up for the Fall Statewide Paraeducator Recruitment Fair
- Register for the 2023 Performance Matters Forum (PMF) and view conference details
- Grant Expenditure Dashboard on EdSight Public (New)

Superintendent's Digest

September 14, 2023

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

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Talk Tuesdays

LEAP

Learner Engagement & Attendance Program

Building relationships for student success

New Fall Dates

Virtual LEAP 101 Trainings

Learn the LEAP Approach to relational home visits

Register Now!

Tues. 8/22 10:00-12:00

Wed. 9/6 3:00-5:00

Wed. 9/27 1:00-3:00

Wed. 10/18 12:00-2:00

CONNECTICUT HOME VISIT HUB

CREC

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.

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Talk Tuesdays

What's New at CSDE and Partners

Kari Sullivan Custer
Attendance & Engagement Consultant, CSDE

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The Language of Student Attendance

Attendance

- A student is "in attendance" if present for at least half of the instructional school day (e.g., at school, field trips, individualized learning plan, approved remote learning program.) A student is "absent" if not present for at least half of their scheduled instructional day (e.g., at school, field trips, individualized learning plan, approved remote learning program.)

Chronic Absence – measures lost time of learning (all absences)

- The total number of absences, at any time during a school year, is equal to or greater than 10 percent of the total numbers of days a student is enrolled during such school year. (Number of days missed divided by number of days in membership.)

Truant – includes only unexcused absences.

- A student is determined to be truant if they have 4 unexcused absences from school in any one month or 10 unexcused absences from school in any school year. Referrals are no longer made to the courts for truancy.

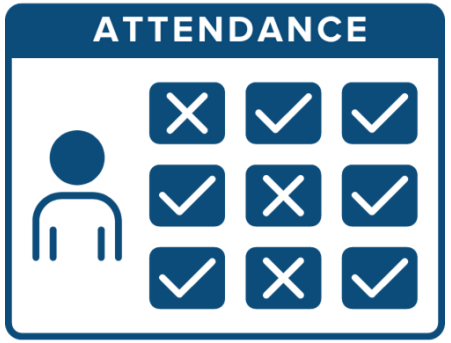
Talk Tuesdays

513,513 Students

- 52.5% Nonwhite
- 42.4% Eligible for Free/Reduced-Price Meals
- 17.2% with Disabilities
- 9.7% English Learners

201 School Districts

- 1,523 Schools/Programs
- 53,435 Certified Staff
- 46,117 Non-certified Staff
- 11.2% Teachers of Color



Source: EdSight

*Chronic absenteeism calculations are based only on in-person school days until mid-March 2020

Chronic Absenteeism Rates*

- 2012-13: 11.5%
- 2013-14: 10.8%
- 2014-15: 10.6%
- 2015-16: 9.6%
- 2016-17: 9.9%
- 2017-18: 10.7%
- **2018-19: 10.4%**
- 2019-20: 12.2%*
- 2020-21: 19.0%
- 2021-22: 23.7%
- **2022-23: 20.0%**

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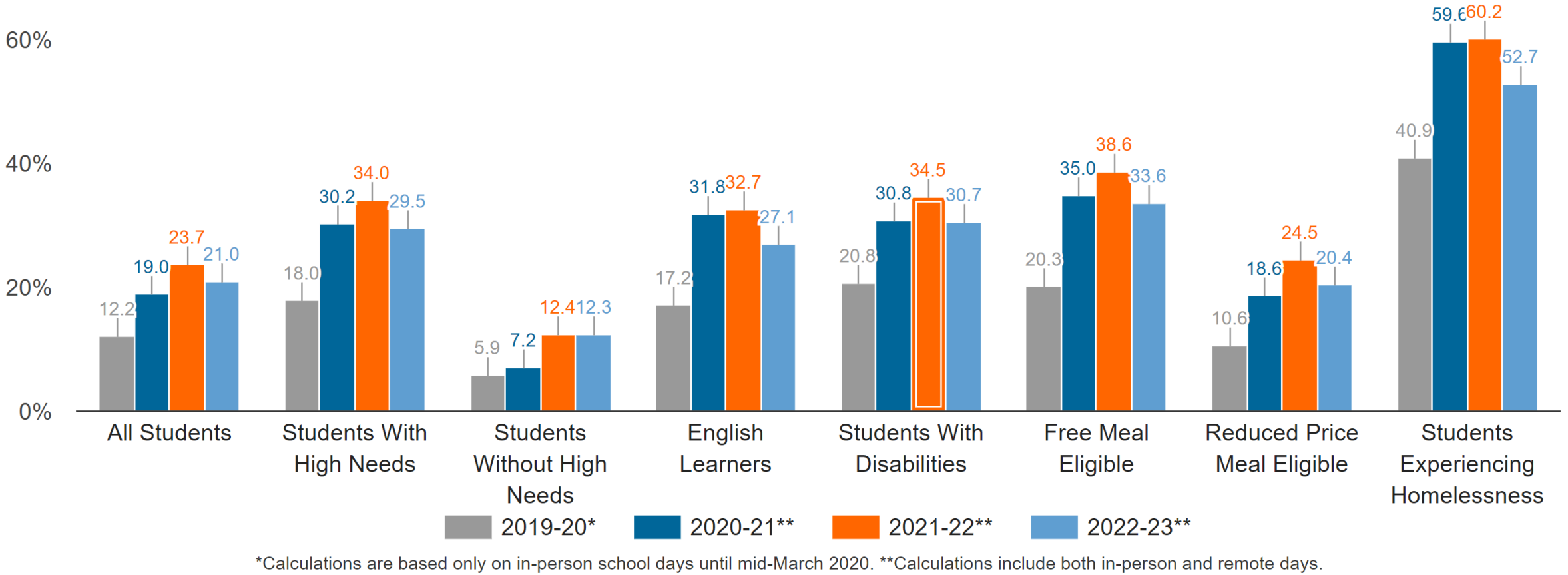
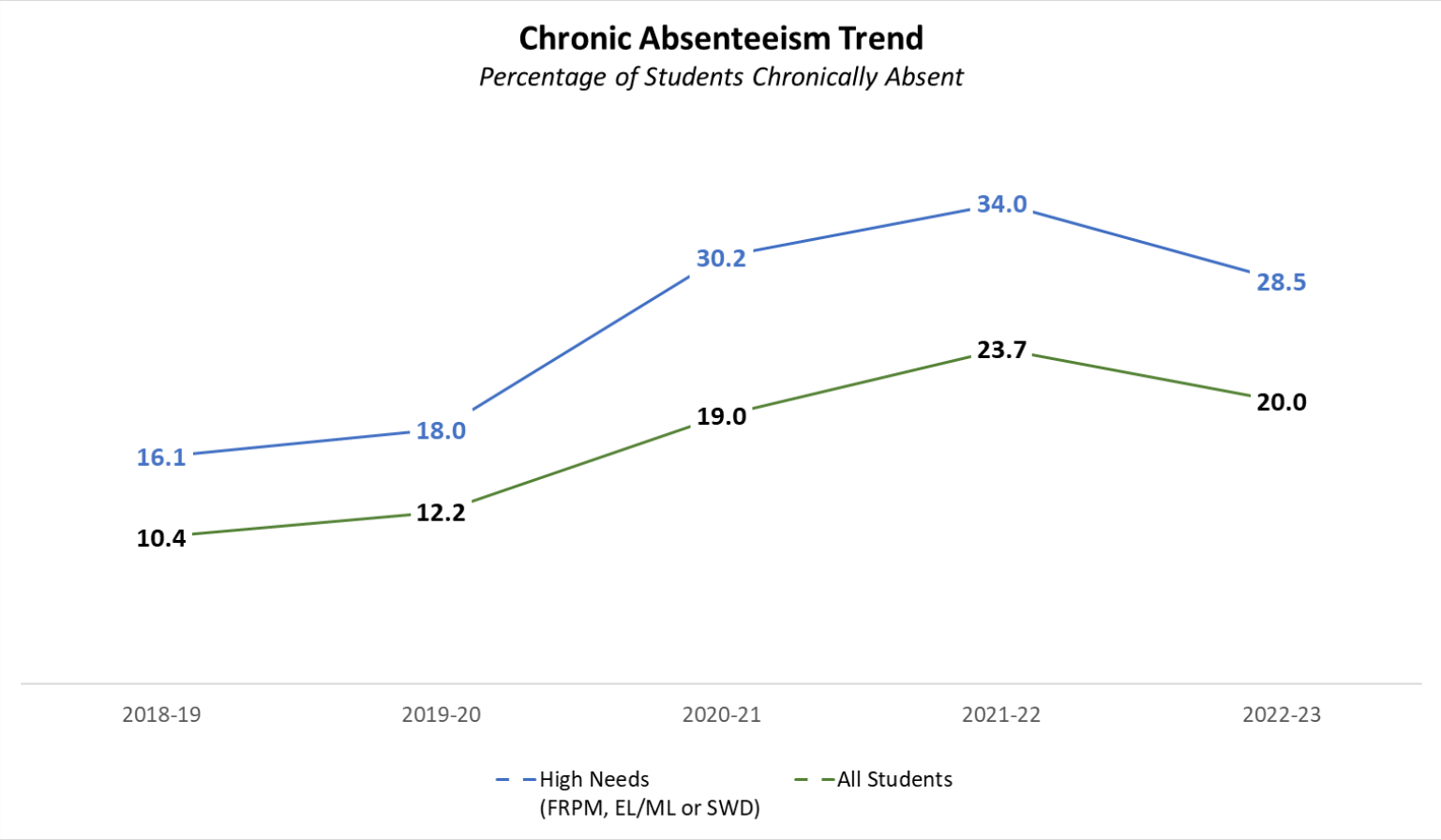
State Chronic Absence Trends



*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)]

Attendance Results



- Chronic absenteeism is missing at least 10 percent of school days (e.g., 18 of 180 days)
- Chronic absenteeism last year declined by 3.7 percent for all students and 5.5 percent among students with high needs. All race/ethnic groups also declined.
- Approximately 18,000 more students attended school regularly in 2022-23 as compared to in 2021-22
- Around 100,000 students were chronically absent in 2022-23

State Legislation: Chronic Absence

- **2008 – Definition of "in attendance" – State Board of Education**
- **2012 – Definitions of excused and unexcused absences --** C.G.S. Sec. 10-198b. State Board of Education to define "excused absence," "unexcused absence," and "disciplinary absence".
- **2015 – Definition of chronic absence, requirement of district and school attendance review teams,** C.G.S. Sec. 10-198c, Chronic Absence, definitions and attendance review teams
- **2017 – Chronic absenteeism prevention and intervention plan –** CT State Department of Education with Interagency Council for Ending the Achievement Gap, Reducing Chronic Absence in Connecticut's Schools: A Prevention and Intervention Guide for Schools and Districts Guide, C.G.S. Sec. 10-198d.
- **2021 – Mental Health Wellness Days,** Public Act 21-46, An Act Concerning Social Equity and the Health, Safety and Education of Children, Section 19 (a) and (b), define and allow students to have two Mental Health Wellness (MHW) days in a school year.

Systemwide Structures to Support Attendance

1. **Use data to inform strategies** and interventions (e.g. high school, kindergarten, special education) and foster accountability

2. **Build awareness** and take a positive approach to chronic absence

3. **Build capacity** and communities of support for districts by identifying and leveraging bright spots and by learning from districts

4. **Policy guidance that is clear** and aligned with research-informed practices

5. **Cross-agency collaboration** (internal)

6. **State-level teams** that include partner agencies, district and family representatives (external)

7. **Blend funding sources** (Title IV, IDEA, ARPA)

Connecticut Resources

Connecticut Resources

- EdSight, Supporting Student Attendance - Updated for 2022-23 (monthly attendance reports)
- Guidelines for Excused and Unexcused Absences
- LEAP - Learner Engagement and Attendance Program
- Mental Health Wellness Days Guidance (January 24, 2022)
- Reducing Chronic Absence in Connecticut's Schools: A Prevention and Intervention Guide for Schools and Districts Guide
- Talk Tuesdays – peer learning community, every other Tuesday, open to all
- Youth Service Bureau Referral for Truancy and Defiance of School Rules Form; Youth Service Bureau Referral Guide and Catalog of Truancy Models

State Support & Technical Assistance

Kari Sullivan Custer
State Education Consultant for Attendance and LEAP
CT State Department of Education
Kari.Sullivan@ct.gov

Talk Tuesdays

Understanding and Interpreting Monthly Attendance Data for 2023-24

Briana Hennessy
CSDE Associate Education Consultant, EdSight, ETLs, Data Integration, Reporting

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When is a student in attendance?

- A student is “in attendance” if they are…
  - Present at their assigned school, and/or
  - Participating in an activity sponsored by the school (e.g., field trip); and/or,
  - Participating in statutorily authorized remote learning

- 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.

Talk Tuesdays

What counts as attendance during remote learning?

- A student is **in attendance** during **remote learning** if they spend at least half of the school day engaged in
  - Virtual classes
  - Virtual meetings
  - Activities on time-logged electronic systems
  - The completion and submission of assignments.

- The Standards for Remote Learning outline appropriate practices for *high school remote learning.*

- Remote learning is available for
  - High School students
  - Students where remote learning is part of an IEP.

What if an absence is excused?

- Report the student as absent.
- CT does not collect excused vs. unexcused absences.
- Examine the reasons for absences in order to support student participation in school.
- A discussion of truancy will be left for another time.

Where and how is attendance reported?

- Monthly attendance is reported to CSDE at the beginning of the following month.
- In the 2023-24 school year we will **not allow** resubmissions of monthly attendance after collection is completed.
- Monthly Attendance is shared publicly on the Supporting Student webpage and is *not* used for accountability.
- Final attendance for the year is reported to CSDE with June PSIS collection and *must be certified.*
- **June PSIS attendance is used for accountability, and cannot be changed after the freeze date.**

Some data notes

- Districts only need to report monthly attendance for students *enrolled on the last day of the month.*
- Preschool students are not included.
- CSDE will attempt to clean out any invalid records, but the best way to have accurate data is to submit accurate data.
- We encourage district attendance leaders to work closely with PSIS coordinators. Check the data for reasonability- are there too many membership days in a month? Are elementary students reported as remote learners?

Calculating Attendance Rates

	Student	Attendance Days	Membership Days	Average Daily Attendance	Chronically absent?
September	Briana	17	20	85%	Yes
	Addie	20	20	100%	No
	Callum	9	10	90%	Yes

Calculating Attendance Rates (September)

	Student	Attendance Days	Membership Days	Average Daily Attendance	Chronically absent?
September	Briana	17	20	85%	Yes
	Addie	20	20	100%	No
	Callum	9	10	90%	Yes

Average Daily Attendance:
46/50 = 92%

Chronic Absence Rate:
2/3 = 66.7%

The public site does not have chronic absence rates for individual months

Calculating Attendance Rates (Two Months)

	Student	Attendance Days	Membership Days	Average Daily Attendance	Chronically absent?
September	Briana	17	20	85%	Yes
	Addie	20	20	100%	No
	Callum	9	10	90%	Yes
October	Briana	14	20	70%	Yes
	Addie	19	20	95%	No
	Callum	20	20	100%	No

We will add up the attendance and membership for each student *before* calculating chronic absence.

Calculating Attendance Rates (Year-to-Date)

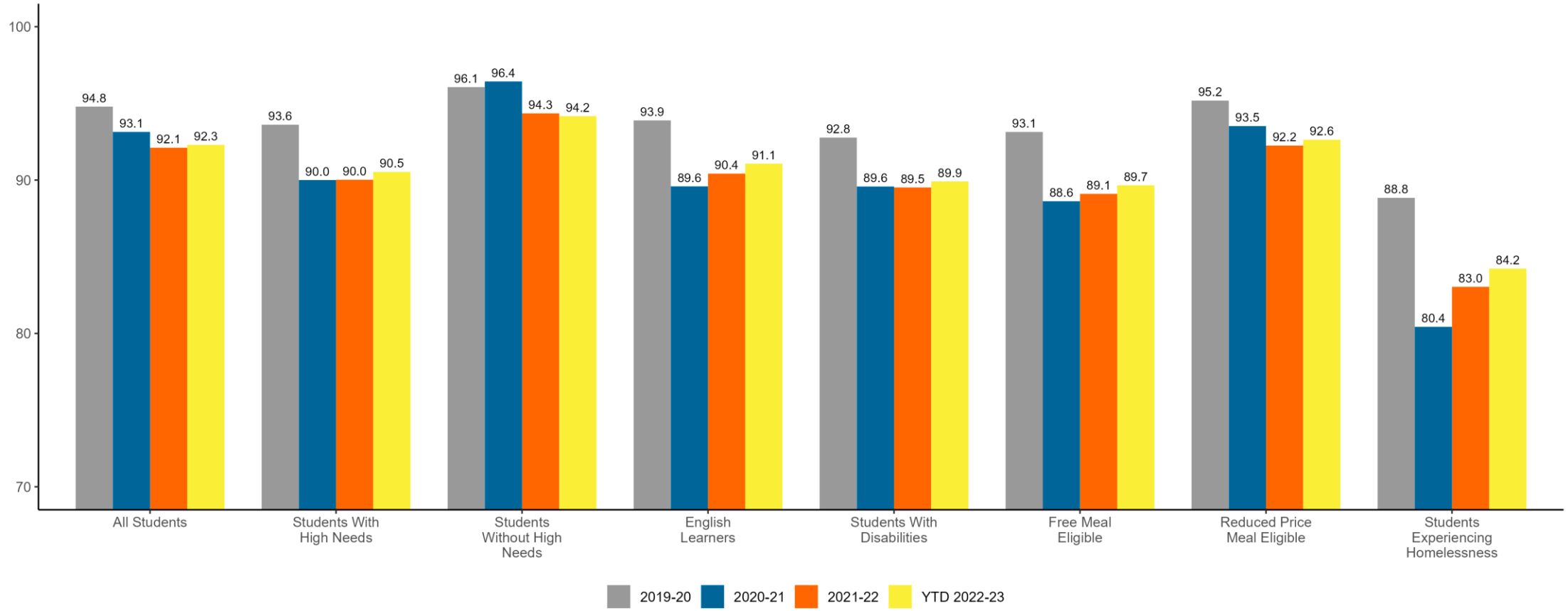
	Student	Attendance Days	Membership Days	Average Daily Attendance	Chronically absent?
Year-to-Date	Briana	31	40	77.5%	Yes
	Addie	39	40	97.5%	No
	Callum	29	30	96.6%	No

Average Daily Attendance:
99/110= 90%

Chronic Absence Rate:
1/3 = 33.3%

Talk Tuesdays

Past Attendance Rates



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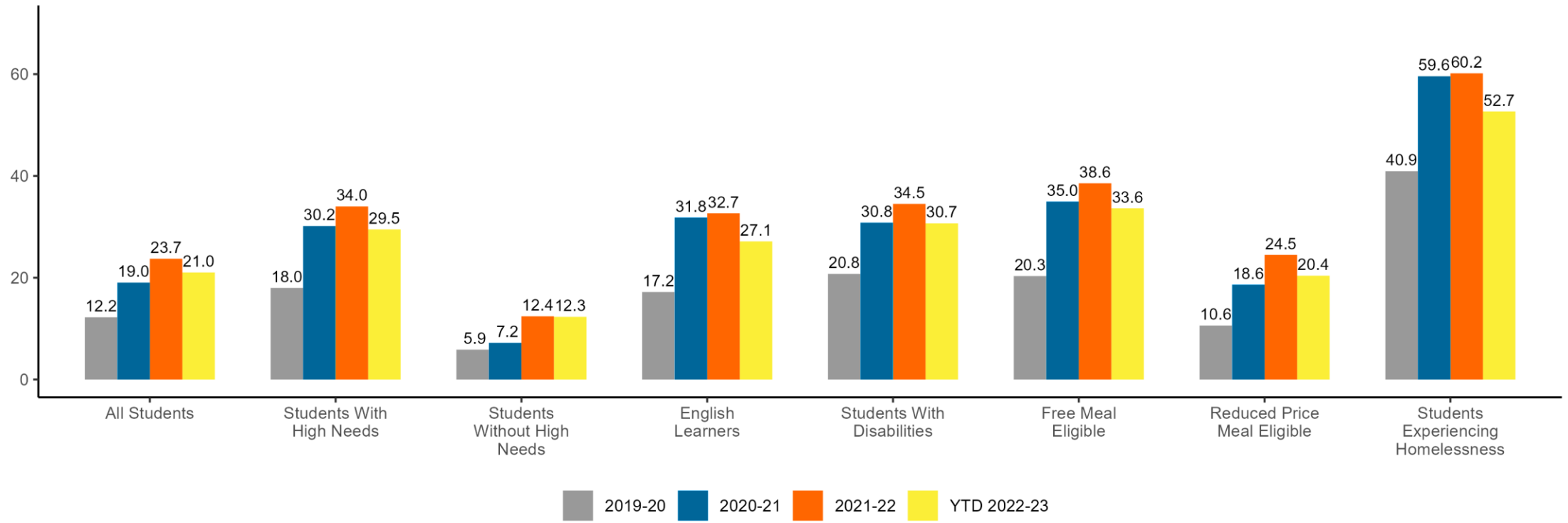
Chronic Absenteeism



Public Data Page

EdSight INSIGHT INTO EDUCATION — Connecticut State Department of Education — CSDE

Supporting Student Participation in 2022-23

To support attendance and engagement of students through the COVID-19 pandemic, the CSDE established a system in September 2020 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. District-level disaggregated data by student group along with data visualizations are used by CSDE staff to identify and support districts. 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.

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.

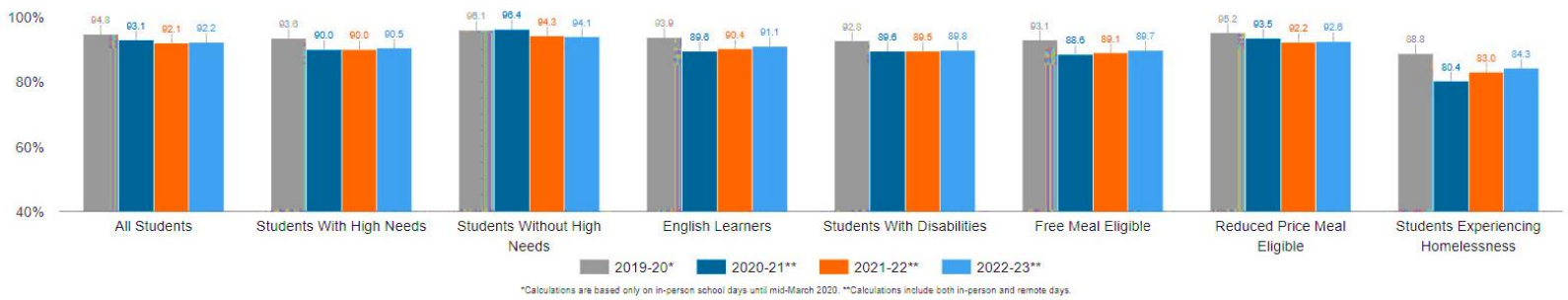
Statewide Attendance

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)
- Chronic Absence Rates for Schools (.xlsx)

+ 2021-22 Data Files

Attendance Rate by Student Group (YTD as of April 2023 compared to 2021,2022, 2020-2021, and 2019-20)



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Examine Chronic Absence Rates for Districts

- What is the Chronic Absence rate?
- Do any specific subgroups have higher chronic absence rates?
- Why might that be so?

Resources

- Standards for Remote Learning
- Timely and Accurate Calendar 2023-24
- Supporting Student Participation

Upcoming Attendance & Engagement Meetings

Talk Tuesdays for the 2023-24 School Year

2023

- October 3
- October 17
- 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

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Keep in Touch!

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