Attendance & Engagement System of Support & Professional Communities

Developed by the CSDE in collaboration with SERC

Summer Series

8/13/2024

SERC
STATE EDUCATION RESOURCE CENTER
EQUITY | EXCELLENCE | EDUCATION

CSDE

Today's Agenda

Welcome

Christine Kuehlewind, Ann Marie Cordisco, and Holli Ryan,
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

Attendance & Engagement 101: Back to Basics

Caroline Calhoun, Professional Learning and Attendance Specialist & LEAP Coordinator (EdAdvance)
Emily McClain, SRBI/Assessment Coordinator (Hamden Public Schools)

Upcoming Attendance & Engagement Meetings

Christine Kuehlewind, SERC

Welcome

July 2, 2024

- Reminder: 3rd Annual School Staff Appreciation Digital Backpack
  - Press advisory
- On behalf of the Department of Public Health: Frequency of Radon Re-Evaluations in Connecticut Public Schools
  - State of Connecticut School Radon Reevaluation Report Form

July 18, 2024

- ARP ESSER Redistribution
- Defined Learning and Defined Careers August Learning Opportunity

Prospective students can still apply for free tuition for the fall 2024

July 19, 2024

- Summary of Education-Related Legislation Enacted in the 2024 Regular Session

July 22, 2024

- Memorandum: Three Year Pricing for Core Reading
  - For additional details, go to CTSourceBidBoard and search for 24PSX0053.

Superintendent's Digest

Welcome

July 23, 2024

- The Education Financial System (EFS) is now open for filing Fiscal Year 2023-24 financial data with the Connecticut State Department of Education
- Designation of Certification Shortage Areas, 2024-25 School Year

July 25, 2024

- Are Your District's Contacts with CSDE Up to Date?
  - Specific contacts maintained in each source application
  - Detailed explanation of the Find Contacts report

Superintendent's Digest

August 8, 2024

- New EdSight Dashboard on Dual Credit Courses Completed
- Survey on Vacancies in Teaching Endorsements, Special Service Endorsements, and Instructional Paraprofessionals

August 5, 2024

- Announcing LEAP Relational Home Visits Training
- 2024-25 Minimum Budget Requirement (MBR) (ED012)

State Introduction and Overview of Resources

Virtual Webinar - Summer Sessions 2024

Connecticut State Department of Education

Welcome and Purpose of Summer Sessions

- **Goals of the Summer Sessions**
  - Enhance Understanding
  - Promote Best Practices
  - Collaborative Learning
  - Data-Driven Decision Making
  - Preparation for the School Year
- **Benefits of Attending**
  - Actionable Insights
  - Networking Opportunities
  - Access to Resources
  - Continuous Support
  - Improved Student Outcomes

State Supports

Resources, Strategies, and Best Practices

- Kari Sullivan Custer
  860-807-2041
  Kari.Sullivan@ct.gov

Data Collection and Reporting

- Kendra Shakir
  860-713-6896
  Kendra.Shakir@ct.gov

Overview of Webpage and Resources

CT.GOV Connecticut's Official State Website | Search Connecticut Government... | Language + Settings

CT.gov Home / Department of Education / K-12 Education / Student Supports / Chronic Absenteeism / Chronic Absence

Chronic Absence

- Overview
- How To
- Documents/Forms
- Related Resources
- Laws/Regulations
- Contact

Provided by:
Department of Education

Overview

Being in school every day is as important as ever before!

Chronic absence measures lost time from learning. It is defined as missing 10 percent or more of the total number of days enrolled during the school year. Just two days per month can lead to chronic absence. It includes both excused, unexcused, and out-of-school suspensions. For example, a student who has been enrolled for the first 30 school days at the beginning of the school year and has been absent three of those days is chronically absent. If a student misses 18 days in 1 school year, you will be chronically absent.

Being chronically absent has a huge impact on a student's ability to read at grade level, perform academically, and graduate on time. Good attendance can help children do well in school, and eventually in the workplace.

Learn more:

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- EdSight Data Portal -- annual and monthly chronic absence reports for districts, schools, grade levels, and student groups. Find your local data.
- Learner Engagement and Attendance Program - Connecticut's own research-based, relational home visits, LEAP 101 training, evaluation and resources
  - The LEAP Effect Taking a Systemic Approach to Improving Attendance & Engagement,
- Reducing Chronic Absence in Connecticut's Schools, A Prevention and Intervention Guide for Schools and Districts
  - BRIGHT SPOTS: Improving High School Student Attendance in Connecticut
- School is Better with You! -- attendance awareness campaign, toolkit, and materials for famiies in multiple languages
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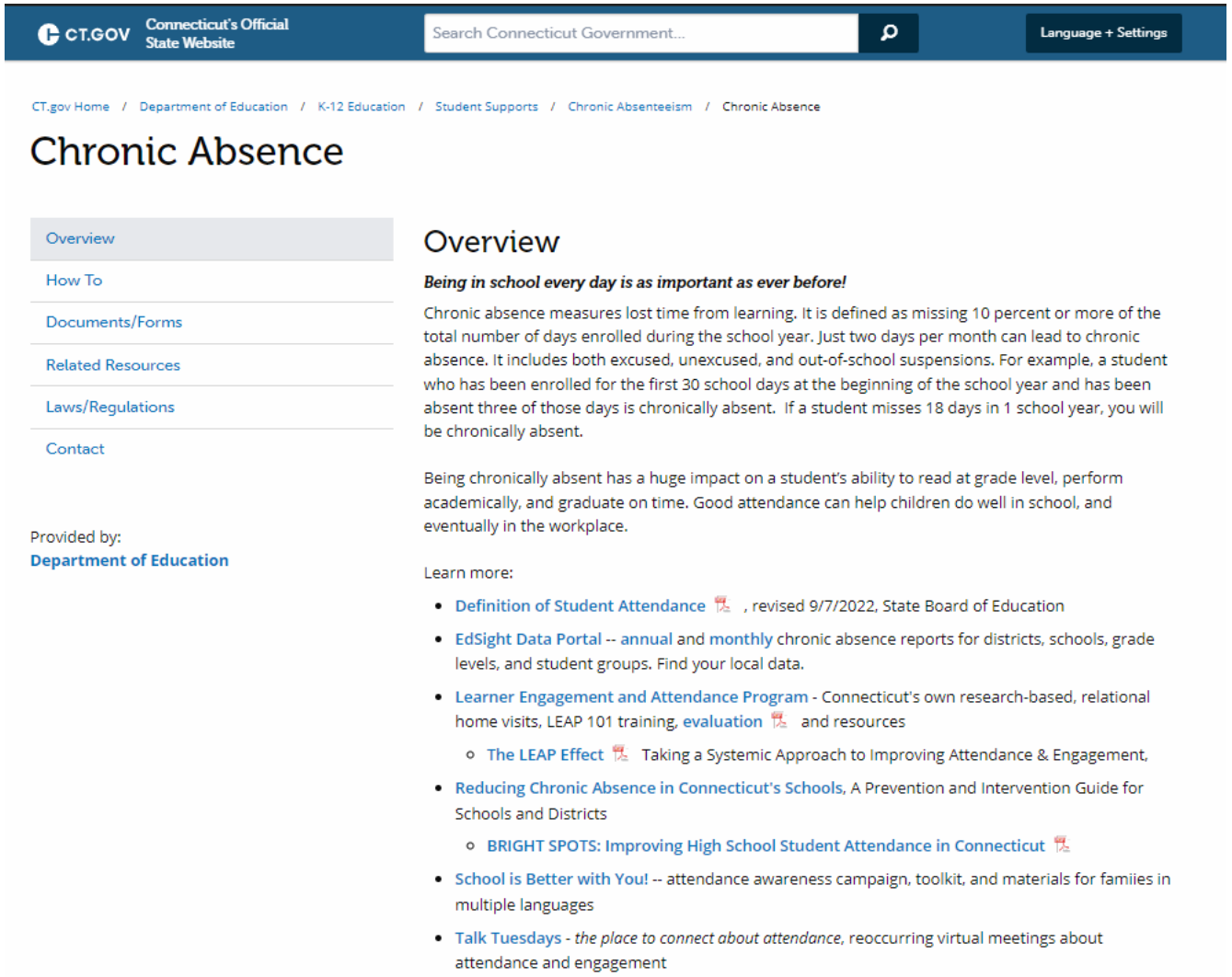

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https://portal.ct.gov/sde/chronic-absence/chronic-absence

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- E-Learning Series on Attendance & Engagement with Attendance Works, Winter 2023
- EdSight, an on-line portal for finding district and school-level data, including chronic absence.
  - **Supporting Student Attendance - Updated for 2021-22** (monthly attendance reports)
- Full, Equal and Equitable Partnerships with Families, Connecticut's Definition and Framework for Family Engagement
- 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
- School Health Assessments and Immunizations, Improving Attendance by Addressing School Health Assessments and Immunizations (June 6, 2018)
- Talk Tuesdays, join CSDE and SERC as we talk about attendance and bright spots in Connecticut (every other Tuesday)
- Tracking Daily Attendance on Remote Days in 2021-22 (for students learning remotely in limited/individualized circumstances)
  - CSDE Guidance Regarding the Future of Remote Learning in Connecticut Schools
  - Frequently Asked Questions Regarding Remote Learning (ct.gov)
  - 2021-22 PSIS Reference Guide
  - Appendix F - Guidelines for Reporting Student Attendance in the Public School Information System (PSIS)
  - Appendix L - Reporting Information about Students who are Disengaged
- Truancy (ct.gov)

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Laws/Regulations

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Laws/Regulations

- 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.
- C.G.S. Sec 10-184, Duties of parents. School attendance age requirements.
- C.G.S. Sec. 10-198a, Policies and procedures concerning truants.
- C.G.S. Sec. 10-198b. State Board of Education to define "excused absence", "unexcused absence" and "disciplinary absence."
- C.G.S. Sec. 10-198c, Chronic Absence, definitions and attendance review teams.
- C.G.S. Sec. 10-198d. Chronic absenteeism prevention and intervention plan.
- C.G.S. Sec. 10-198e, Identification of truancy intervention models.
- C.G.S. Sec. 10-199, Attendance officers. Duties.
- C.G.S. Sec. 10-200, Habitual truants.

Prevention and Intervention Guide

Reducing Chronic Absence in Connecticut's Schools: A Prevention and Intervention Guide for Schools and Districts

Acknowledgments
Introduction
What is chronic absence?
Why are students chronically absent?
Why is chronic absence an important issue for Connecticut?
How do we know if chronic absence is affecting learning in our district?
What can a district do to improve attendance?
What can schools do to improve attendance?
Who else can be involved in reducing chronic absence?
Resources
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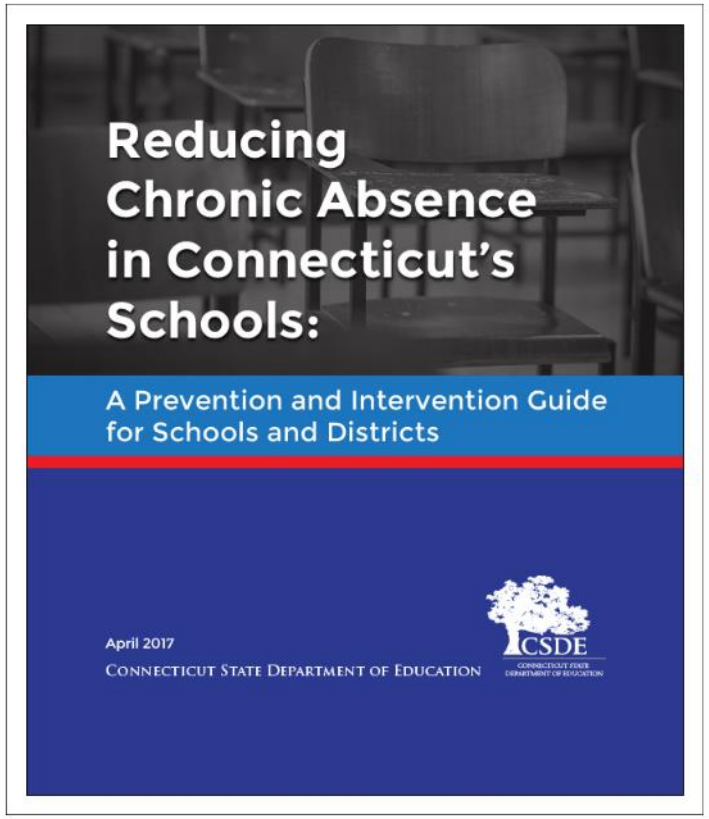

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Prevention and Intervention Guide

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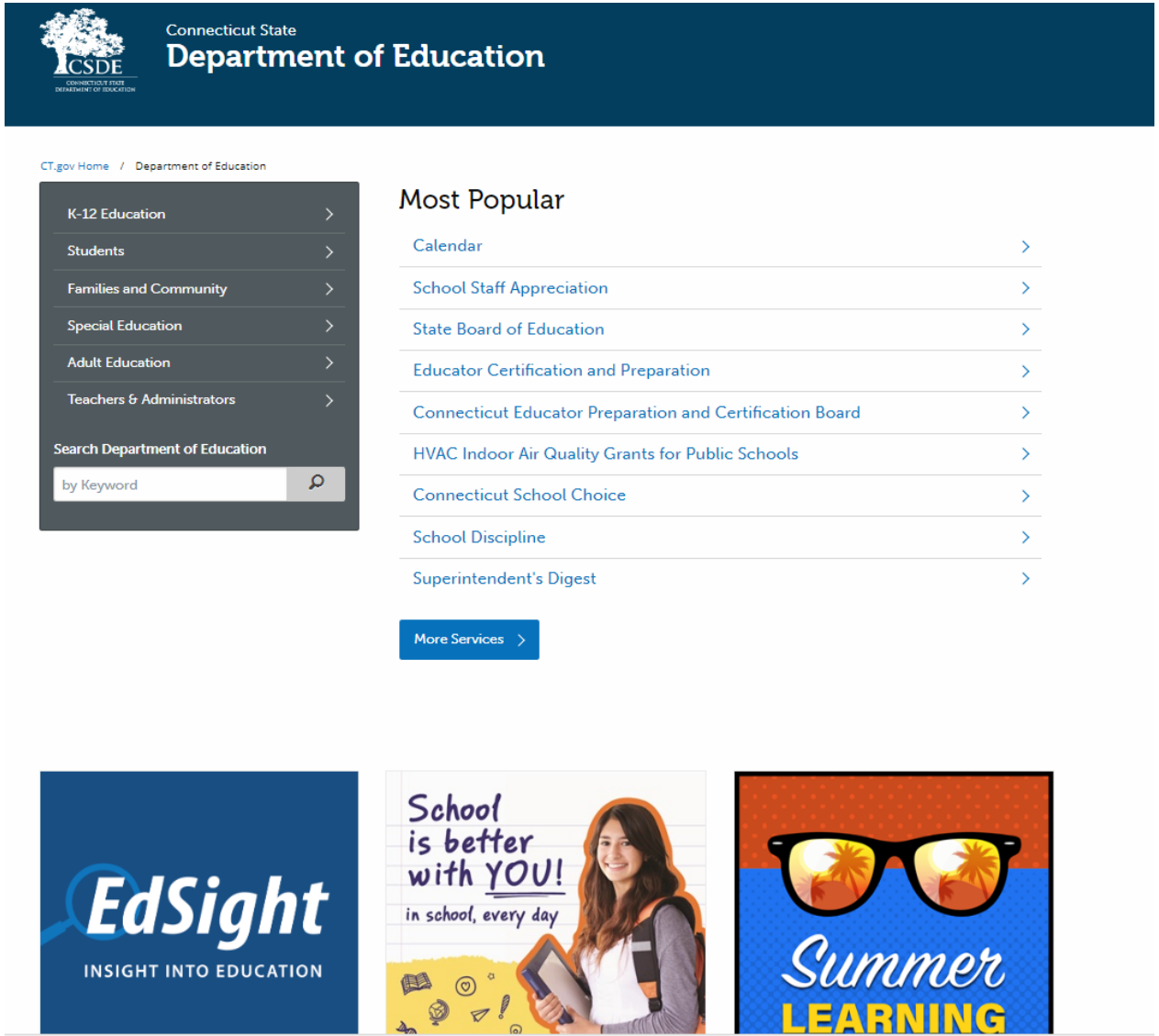
Data Resources



https://portal.ct.gov/sde

EdSight Dashboards

Chronic Absenteeism

Additional Reports: Attendance Dashboard

See related links.

Year: Trend | District: All Districts | Schools: | Filter By: All Students | Submit

Chronic Absenteeism, Trend
All Districts, All Students

Export .csv file

For the 2019-20 school year, chronic absenteeism calculations are based only on in-person school days until mid-March 2020. See the Report Notes for additional information.

District	Chronically Absent									
	2018-20		2020-21		2021-22		2022-23		2023-24	
	Student Count	%	Student Count	%	Student Count	%	Student Count	%	Student Count	%
Achievement First Bridgeport Academy District	79	7.3	181	16.2	551	52.1	331	31.9	327	31.4
Achievement First Hartford Academy District	96	8.5	372	32.3	577	53.2	294	29.8	259	28.7
Amistad Academy District	102	9.5	213	19.0	539	49.4	413	38.4	379	35.5
Andover School District	17	10.8	*	*	23	14.3	33	20.1	13	7.5
Ansonia School District	342	15.7	753	35.0	538	25.1	490	22.0	514	22.3
Area Cooperative Educational Services	405	22.4	942	52.0	1,003	57.2	669	38.8	613	35.7
Ashford School District	29	8.3	33	9.6	112	32.7	71	21.8	28	8.5
Avon School District	246	7.8	248	8.0	377	12.3	321	10.5	272	8.9
Barkhamsted School District	13	6.5	8	4.1	26	13.1	24	12.3	22	10.8
Berlin School District	228	8.4	259	9.7	419	16.0	408	15.4	309	11.9
Bethany School District	24	6.8	23	6.5	27	6.9	26	6.5	36	8.6
Bethel School District	187	6.1	353	11.6	381	12.3	376	12.0	282	8.9
Bloomfield School District	208	10.9	304	17.3	354	20.4	307	18.1	285	17.1
Bolton School District	59	7.7	109	14.5	95	12.8	60	8.3	57	8.3
Booker T. Washington Academy District	70	17.3	284	59.8	138	28.2	110	26.3	67	18.4
Bozrah School District	12	7.1	14	8.6	20	12.7	15	10.0	7	4.8
Branford School District	184	6.9	331	13.1	527	20.9	437	17.2	348	14.0
Brass City Charter School District	30	10.4	72	22.5	86	27.0	83	25.9	47	14.8
Bridgeport School District	3,828	19.7	5,264	28.9	5,105	27.8	5,295	28.6	5,534	29.1
Bristol School District	1,033	13.4	1,983	26.4	1,438	19.3	1,454	19.2	1,357	18.1
Brookfield School District	13	0.5	191	7.5	318	12.5	393	15.4	63	2.5
Brooklyn School District	70	8.7	68	8.8	195	24.3	240	29.9	260	32.2
Canaan School District	*	*	8	11.1	13	16.9	14	18.9	14	17.9
Canterbury School District	20	4.6	41	9.9	38	8.9	28	6.5	30	6.7
Canton School District	172	11.1	207	13.7	237	16.2	222	14.9	176	12.1

Related Links

Presentation, October 2014 | Truancy Counts, 2012-13 through 2018-19 | Attendance and Remote Learning Archive | Report Notes

https://public-edsight.ct.gov/students/chronic-absenteeism

Attendance Dashboard

Additional Reports: Chronic Absenteeism

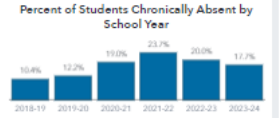
See related links.

State Dashboard | Yearly Attendance | Monthly Attendance | View Data

A student is **in attendance** if they spend at least half of the day participating in school activities.
A student is **chronically absent** if they are absent for any reason for 10% or more school days.

87,397 students were chronically absent in 2023-24.

This represents 17.7% of all K-12 students.



Students of Color

Students who identify as American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, or Two or More Races.

62,020 or 23.3% of students of color were chronically absent in 2023-24.

Students Eligible for Free/Reduced-Price Meals

Students who are eligible for free or reduced price meals or free milk in accordance with the Income Guidelines for the National School Lunch Program or deemed "categorically eligible."

60,677 or 27.5% of students eligible for free or reduced-price meals were chronically absent in 2023-24.

Students with Disabilities

Students with an Individualized Education Program (IEP) receiving special education instruction. This does not include students with a Section 504 Plan.

24,014 or 27.2% of students with disabilities were chronically absent in 2023-24.

English Learners/Multilingual Learners

Students who lack sufficient mastery of English to "assure equal educational opportunity in the regular school program" (C.G.S. 10-17e).

14,112 or 24.3% of English Learners / Multilingual Learners were chronically absent in 2023-24.

Students Experiencing Homelessness

The federal McKinney Vento Act defines homeless children and youth as individuals who lack a fixed, regular, and adequate nighttime residence. (42 U.S.C. § 11434a(2)).

2,534 or 50.2% of students experiencing homelessness were chronically absent in 2023-24.

A student is **in attendance** if they spend at least half the day participating in school activities.
A student is **chronically absent** if they are absent for any reason for 10% or more school days.
A student is **truant** if they have four unexcused absences in a month or ten unexcused absences in a school year.

Yearly Attendance
Yearly data are based on the Public School Information System (PSIS) June Collection.
Truancy data are available starting in school year 2021-22.

Monthly Attendance
September - May attendance data come from the Monthly Attendance Collection. Demographics values for these months are based on the Public School Information System (PSIS) October Collection. See report notes for detail.
Monthly chronic absence is not reported in September due to the small number of days in an individual month.
All data are Year-to-Date (YTD) as of the month shown.

[1] To view **district-level results**, select the **district name from the Districts dropdown** and **District-Level from the Schools dropdown**.
* Data for small groups are suppressed following the CSDE data suppression guidelines.

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Attendance Dashboard

State Dashboard | Yearly Attendance | Monthly Attendance | View Data

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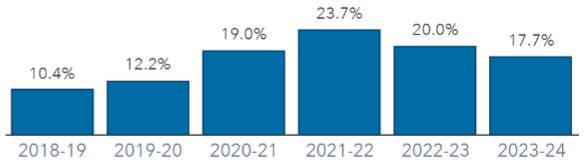
Percent of Students Chronically Absent by School Year



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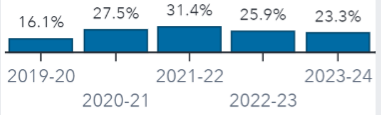

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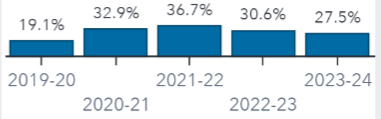

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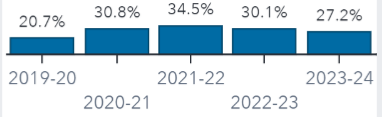

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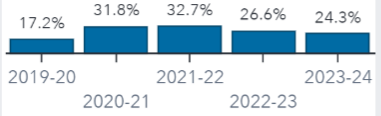

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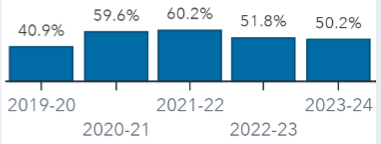

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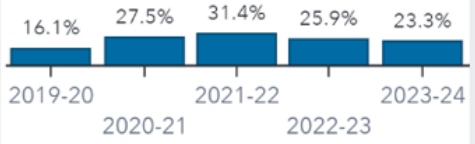

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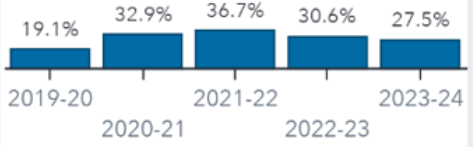

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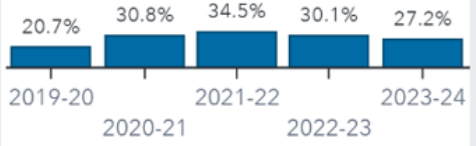


English Learners/Multilingual Learners

Students who lack sufficient mastery of English to "assure equal educational opportunity in the regular school program" (C.G.S. 10-17e).

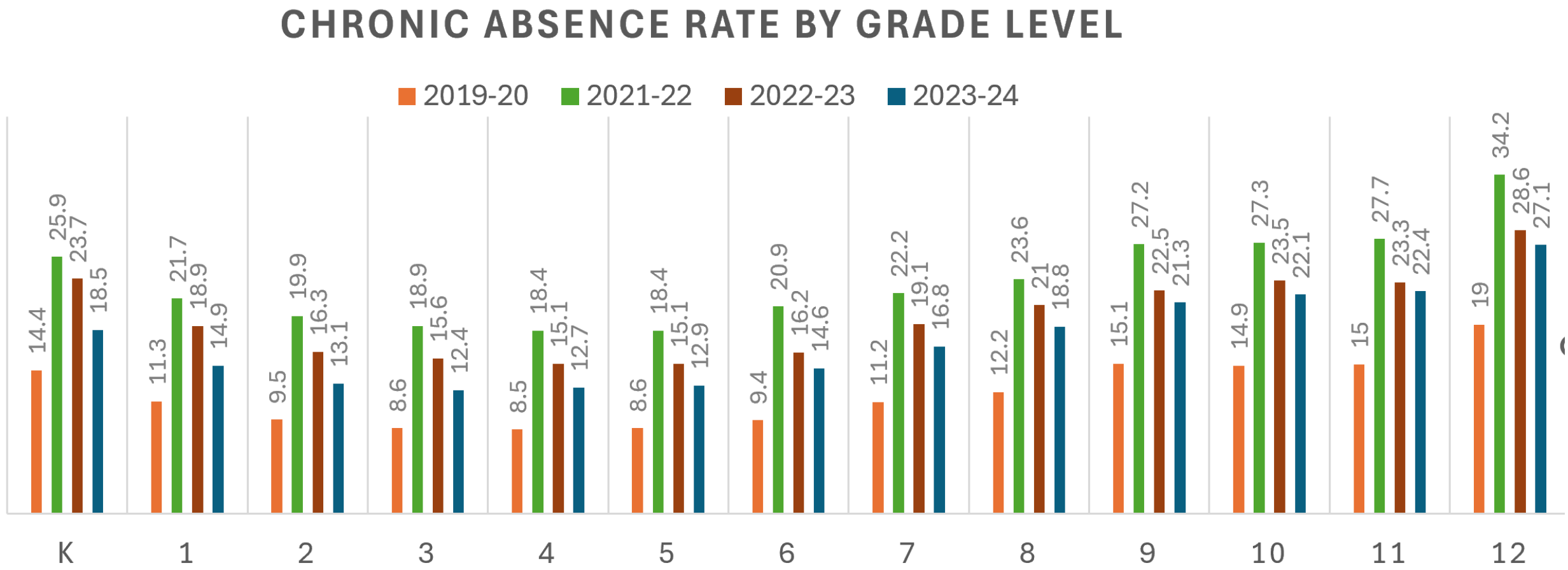
14,112 or 24.3% of English Learners / Multilingual Learners were chronically absent in 2023-24.

Students Experiencing Homelessness

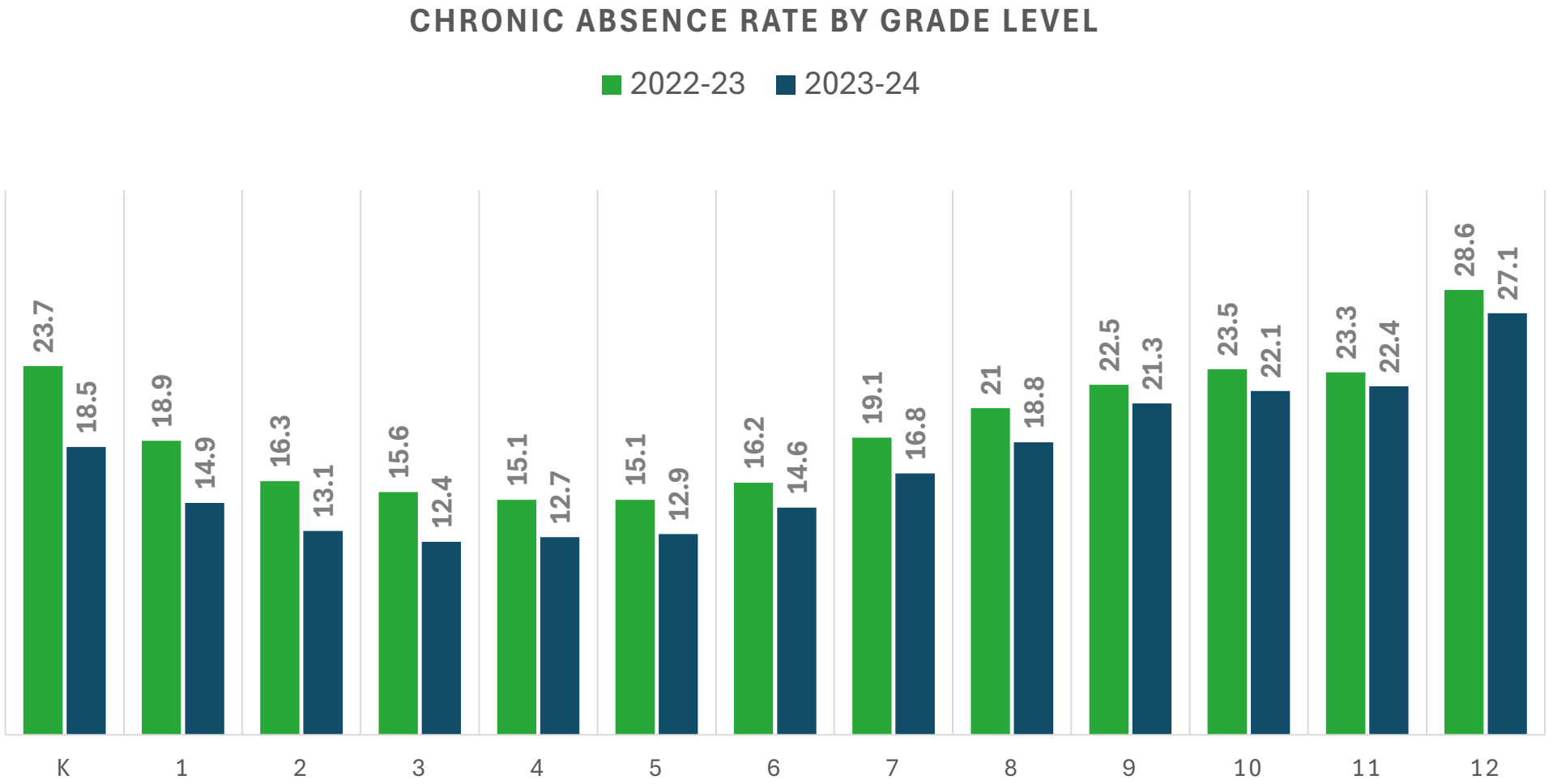
The federal McKinney-Vento Act defines homeless children and youth as individuals who lack a fixed, regular, and adequate nighttime residence. (42 U.S.C. § 11434a(2)).

2,534 or 50.2% of students experiencing homelessness were chronically absent in 2023-24.

2024 Chronic Absence Results and Highlights



2024 Chronic Absence Results and Highlights



Stay in Touch

Resources, Strategies, and Best Practices

- Kari Sullivan Custer
  860-807-2041
  Kari.Sullivan@ct.gov

Data Collection and Reporting

- Kendra Shakir
  860-713-6896
  Kendra.Shakir@ct.gov

Talk Tuesdays

Featured Speakers

Attendance & Engagement 101
Back to Basics

Caroline Calhoun,
Professional Learning and Attendance Specialist & LEAP Coordinator
(EdAdvance)

Emily McClain,
SRBI/Assessment Coordinator
(Hamden Public Schools)

SERC
STATE EDUCATION RESOURCE CENTER
EQUITY | EXCELLENCE | EDUCATION

CSDE

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Attendance & Engagement 101
Back to Basics

Please find today's slides here:

https://tinyurl.com/TalkTuesday8-13

August 13, 2024

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Meet the Facilitator

Caroline C. Calhoun

Professional Learning and
Attendance Specialist &
LEAP Coordinator

with content contributions from CSDE partner ***Attendance Works***

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Community Building

Let's Highlight The Positive

Please drop your answers in the chat or unmute to share -

- What is something positive happening in your personal or professional life?

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Building Context

Before we dive in, let's think big picture about your school.

Please answer the following in the chat and/or unmute to share:

1. What are the root causes of and reasons for absenteeism in your building?
2. What are the barriers to attendance?
3. Are there patterns or themes that stand out?

ROOT CAUSES/REASONS/BARRIERS

- Late buses, no buses, no public transportation, traffic, drop-off infrastructure, general confusion
- Illness, medical appointments, medical plans, hospitalization
- Mental health, social emotional health, anxiety
- Childcare for siblings, parent illness
- Jobs, working late hours, low income challenges
- Lack of knowledge re: attendance, parent and/or student disengagement, lack of motivation
- Expulsions, suspensions, discipline, time between expulsion hearings
- International travel to visit family, international funerals, cultural holidays, vacation

PATTERNS/THEMES/CATEGORIES

- Transportation
- Medical
- Socioeconomic
- Parent understanding or value around attendance/education
- Understanding policies
- Family matters/obligations
- Discipline
- Students with high needs
- Staffing shortages

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Building Context

1. Next, think about any school/district-wide initiatives that have been put forward by your district's administration in the last few years.

1. **Please note one or two of these initiatives in the chat.** (for example, a focus on Marzano's work, or a focus on the Science of Reading)

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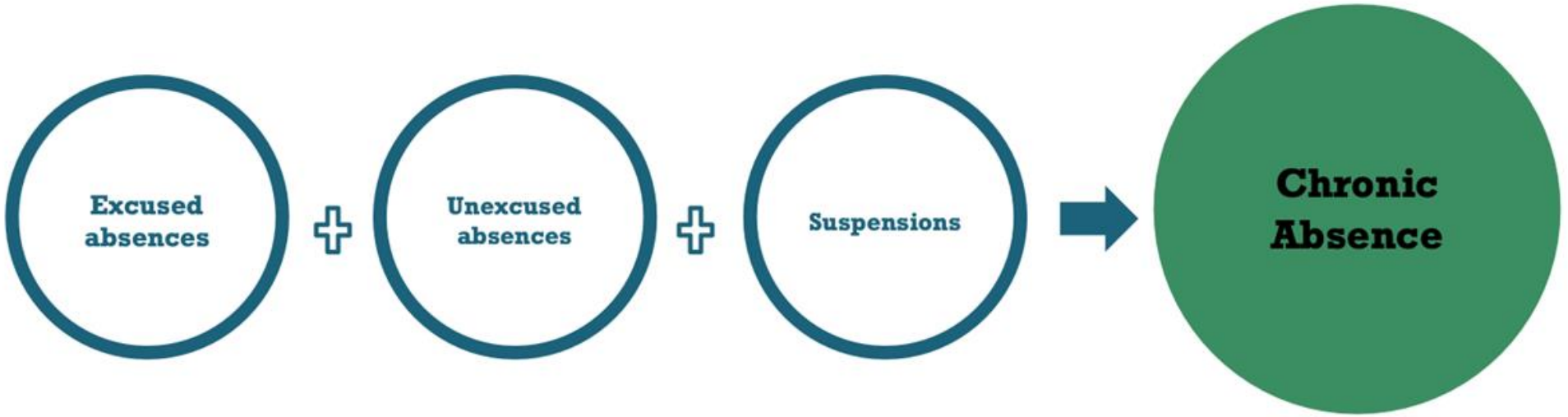
Building Context



Chronic absence is different from **truancy** (unexcused absences only) or **average daily attendance** (how many students show up to school each day).

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Chronic Absence vs. Truancy

Truancy

- Counts ONLY unexcused absences
- Emphasizes individual compliance with school rules
- Uses typically more blaming and punitive, solutions

Chronic Absence

- Counts ALL absences *(excused, unexcused & suspensions)*
- Emphasizes impact of missed days and benefits of being present
- Uses preventative, problem-solving, trauma-sensitive strategies
- Cultivates family & student engagement

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Mindset Shift

Old School Truancy Punitive Mindset

punitive

working **on** a family

attendance enforcement

Supportive Chronic Absenteeism Model

supportive

working **with** a family

how can we help?

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Mindset Shift

Washington Post Opinion:

A surge in absentee students might require a radical rethink of schools

As schools focus on what's to be done, they might acknowledge **what's *not* to be done.** Research suggests that **punitive responses hurt more than they help.**

Those methods are thankfully falling out of favor, but some localities still impose suspensions as punishment. It turns out that punishing kids for missing school by making them miss more school doesn't inspire a great relationship with learning.

All this strikes at the **core of the challenge: Children need to *want* to go to school.**

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Mindset Shift

EQUITY
meeting students where they are,
as they are

It is critical for educators to go beyond doing equity or implementing equity…to <u>being equity.</u>

Baruti Kafele

Equity is a reflection of an educator's humanity toward the students he or she serves.

Being equity requires constant self-reflection and internal examination of how one interacts with students and seeks to meet their learning and social needs–as they are. It requires developing an equity mindset.

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Mindset Shift

Reflect → Jot down your thoughts in the chat and/or unmute to share your thinking with the group.

1. How would you **describe your personal "equity mindset"**?

1. What about **your school or district** as a whole? Does that mindset impact attendance and engagement? How so?

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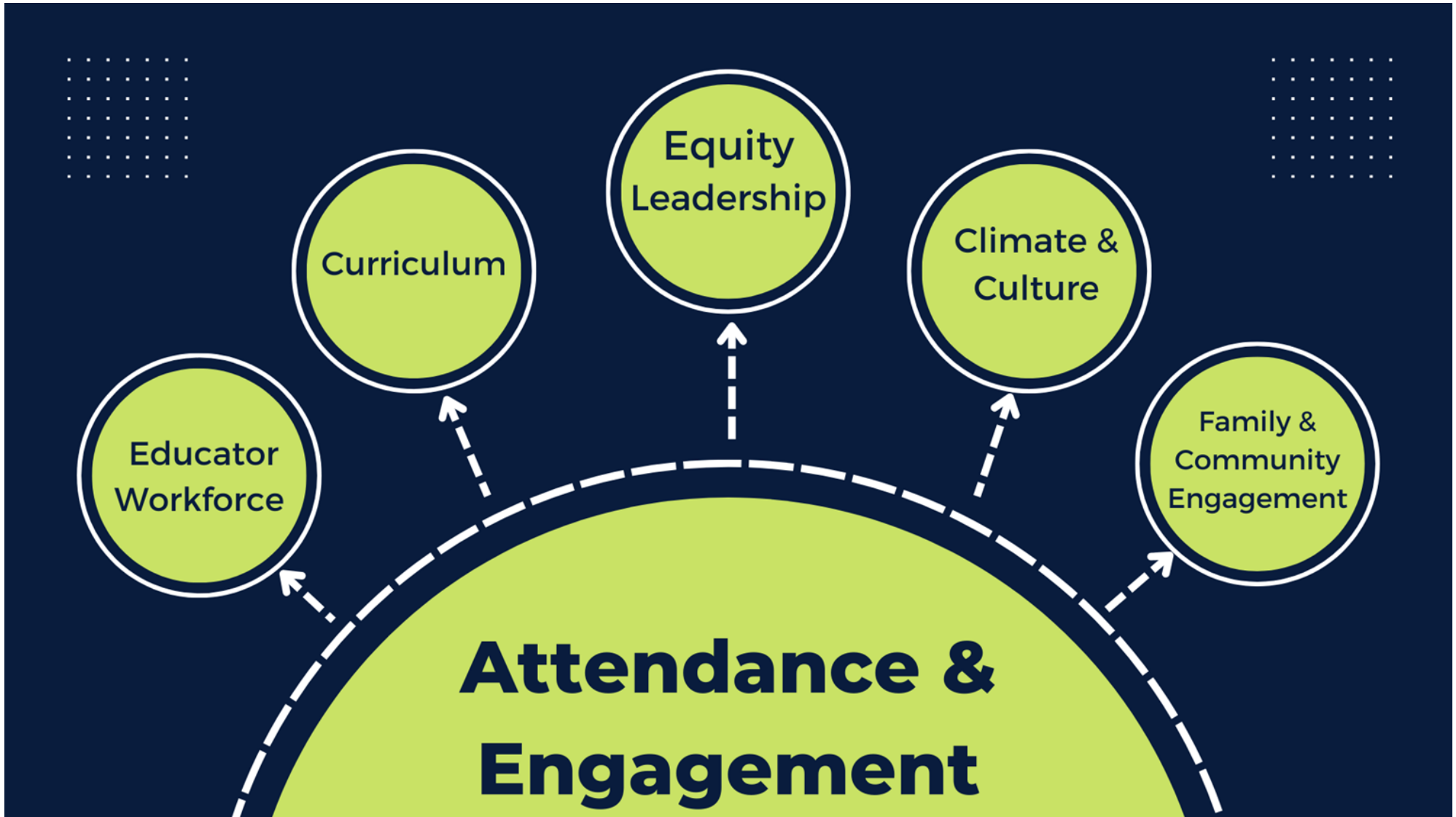
Mindset Shift



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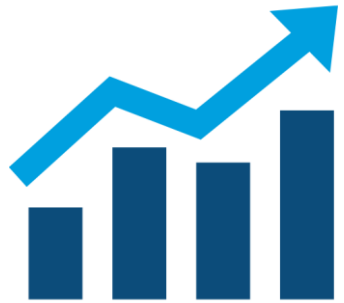
U.S. Chronic Absence Data

8 million

students were chronically absent pre-pandemic

16 million

students were chronically absent post-pandemic



Nationwide, chronic absence rates **remain high**, particularly for early elementary and high school

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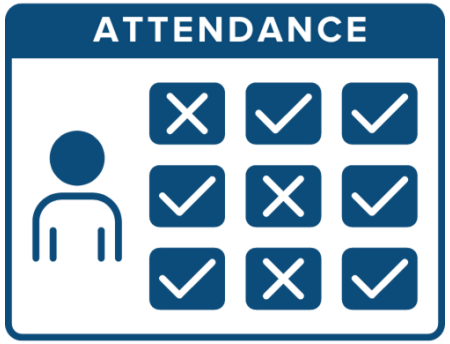
CT's Education Landscape

513,513 Students

- 52.5% Students of Color
- 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%
- **2023-2024: 17.7%**

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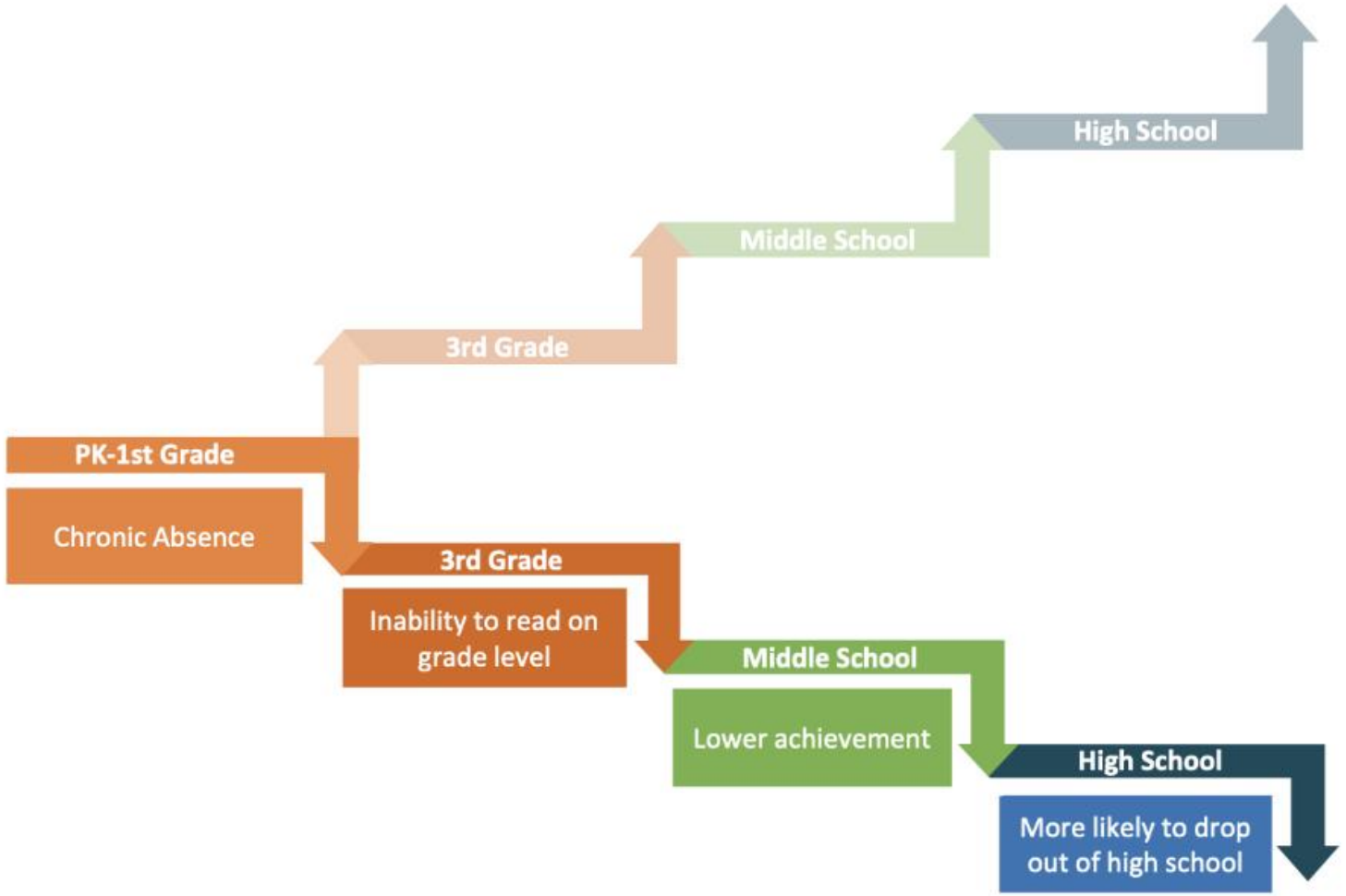
Impacts of Chronic Absence



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Chronic Absence: The Ripple Effect

- Let’s examine the ripple effect of chronic absence.

Students Working in Groups

Other Individual Students

Teachers

School

Student Who Misses Classes

Who is Affected by Absence?

Students Working in Groups

Other Individual Students

Teachers

Student Who Misses Classes

School

Who is Affected by Absence?

Students Working in Groups

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Teachers

Student Who Misses Classes

School

Who is Affected by Absence?

Who is Affected by Absence?

Student Who Misses Classes

Other Individual Students

Students Working in Groups

Teachers

School

Who is Affected by Absence?

Student Who Misses Classes

Other Individual Students

Students Working in Groups

Teachers

School

How is Your School Impacted

- Students have trouble catching up
- Other students' learning is affected by absence of classmates
- Teachers spend extra time helping students catch up
- Teachers have difficulty teaching all curriculum
- Overall school academic performance drops
- School morale and environment are negative

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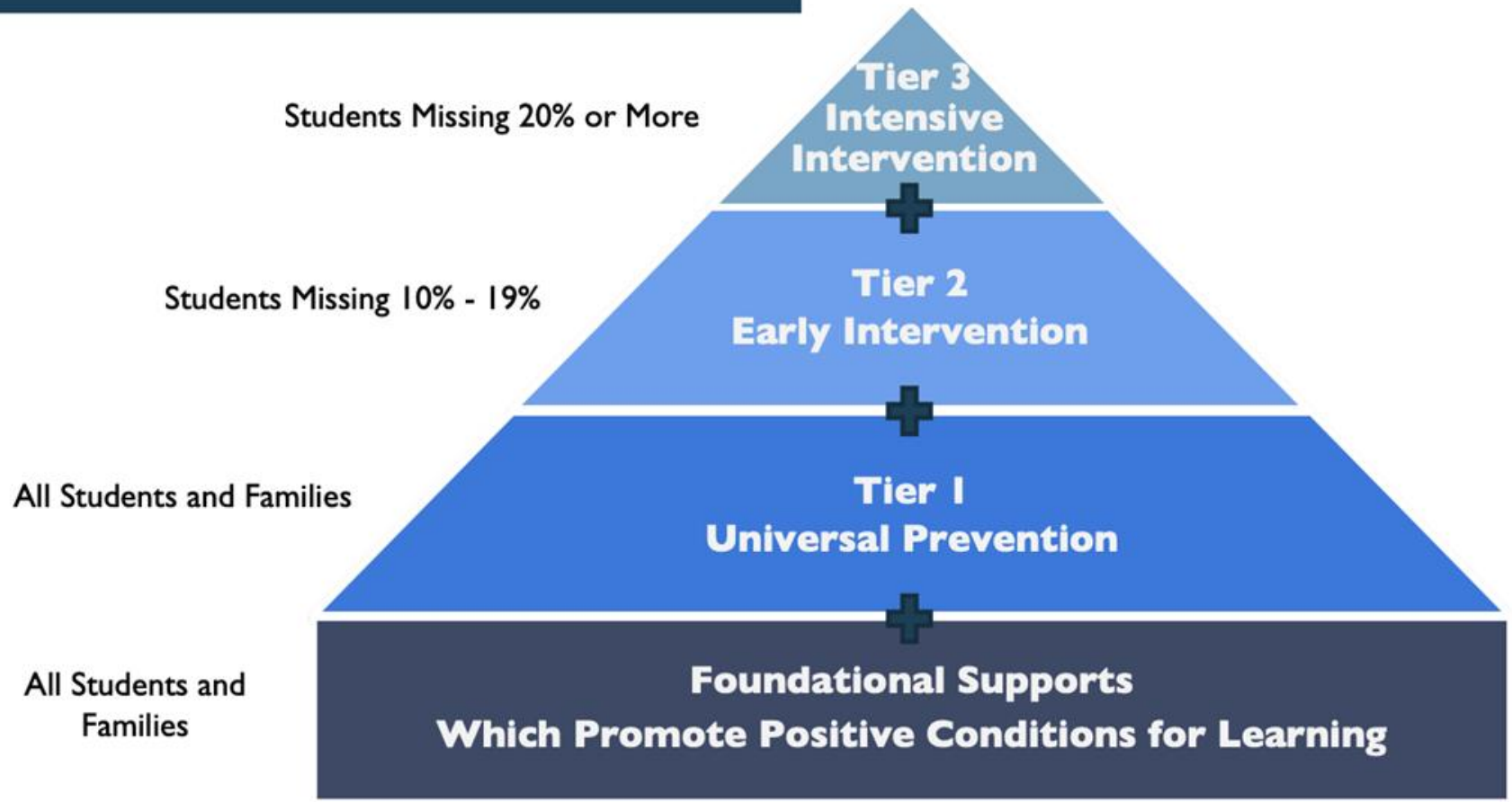
Reflection

Please add your thinking to the chat and/or unmute to share:

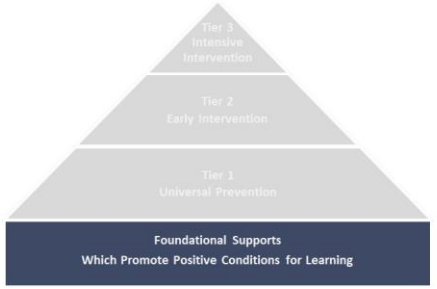
- How do you see the ripple effect of chronic absenteeism play out in your school?

Multi-tiered System of Support for Attendance

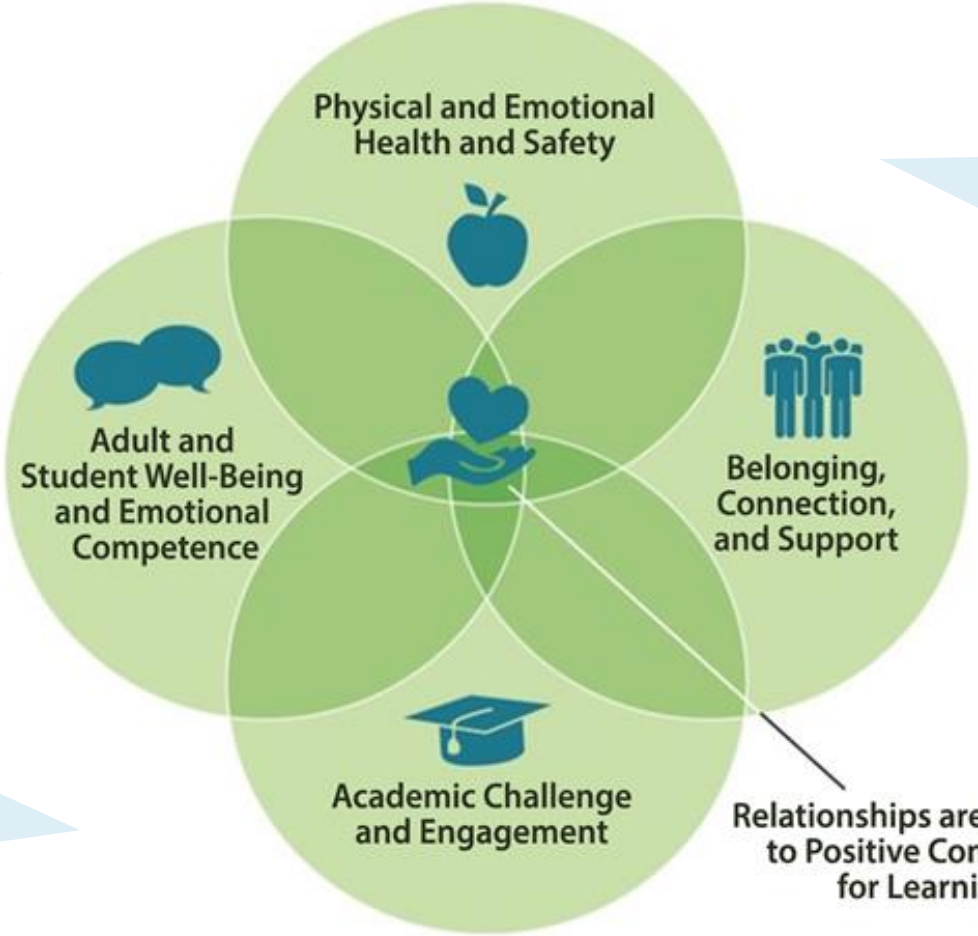


https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/

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*

AIR
American Institutes for Research

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Principles of Family Engagement

Source: CSDE Framework for Family Engagement

Principle 1
Build collaborative, trusting relationships focused on learning.

Principle 2
Listen to what families say about their children's interests and challenges.

Principle 3
Model high-quality learning practices.

Principle 4
Share information frequently with families about how their children are doing.

Principle 5
Talk with students about how they want teachers and families to support their learning.

Principle 6
Co-develop cultural competence among staff and families.

Principle 7
Support parents to become effective leaders and advocates for children.

Reducing chronic absence requires addressing challenges worsened or created by the pandemic

Barriers

- Chronic and acute illness
- Family responsibilities or home situation
- Trauma
- Poor transportation
- Housing and food insecurity
- Inequitable access to needed services
- System involvement
- Lack of predictable schedules for learning
- Lack of access to tech
- Community violence
- Etc. and many more!

Aversion

- Struggling academically and/or behaviorally
- Unwelcoming school climate
- Social and peer challenges
- Anxiety
- Biased disciplinary and suspension practices
- Undiagnosed disability and/or disability accommodations
- Parents had negative educational experiences

Disengagement

- Lack of challenging, culturally responsive instruction
- Bored
- No meaningful relationships to adults in the school (especially given staff shortages)
- Lack of enrichment opportunities
- Lack of academic and behavioral support
- Failure to earn credits
- Drawn to low-wage job vs. being in high school

Misconceptions

- Absences are only a problem if they are unexcused
- Missing 2 days per month doesn't affect learning
- Lose track and underestimate TOTAL absences
- Sporadic absences aren't a problem
- Attendance only matters in the older grades
- Suspensions don't count as absence

Align Interventions to Reasons for Absences

Reason for Absence	Possible Interventions
Anxiety	• Enlist trusted messengers to talk with families about health and safety • Meet with school counselor • Offer small groups to teach calming skills
Disengaged	• Assign a peer group mentor • Create an individualized learning plan • Explore afterschool options (art, music, STEM, etc.) • Offer alternatives for credit recovery
Family/Work Responsibilities	• Identify alternate caregivers • Provide a modified schedule • Negotiate work schedules with local employers
Transportation Barriers	• Connect to community resources • Investigate carpool and public transportation options • Create missed bus backup plan with trusted community/family members

Tier 1: Universal Attendance Supports

- Clear, concise and consistent communication about schedules and expectations
- Routines, rituals and celebrations related to attendance and engagement
- Personalized positive communication to families when students are absent
- Recognition of good and improved attendance
- Impact of attendance on whole child widely understood
- Connection to a caring adult in the school
- Every child and their family encouraged to develop a success plan that includes attention to attendance

Tier 2: Early Interventions Layer in Support and Remove Barriers to Attendance

- Common community and school barriers identified and addressed
- Individualized student success plan that includes attention to attendance
- Attendance strategies added to IEP
- Learner Engagement and Attendance Program (LEAP)
- Family visit
- Mentors (e.g., Success Mentors, Peer Group Connections)
- Intensive tutoring
- Check-In/Check-Out (CICO)
- Expanded learning opportunities
- Small group interventions and supports for students
- Restorative alternatives to discipline and suspension

Tier 3: Intensive interventions

- Educational support champions / advocates
- Interagency case management
- Housing stability supports
- Student attendance review board
- Community-based, non-criminal truancy court
- Individualized learning and success plan leading to graduation
- Legal Intervention *(as a last resort)*

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Q & A

- What questions do you have?
- Any thoughts you would like to share?
- **Feel free to raise your hand/unmute and share your thinking!**

Facilitator Contact Information

Caroline C. Calhoun - calhoun@edadvance.org

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Homework

As the leaders in this work, please –

Share your learning with your building colleagues and teams!

-information you learned

-slides and links

It’s important to disseminate this information so everyone is on the same page. All hands on deck!

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Resources

Please find various **resources** on the next slides to explore at your convenience.

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Further Reading

The New Yorker: Has School Become Optional?

The crisis is now so severe that it requires a greater response. We're thinking about school attendance all wrong. It's societal.

-Sarah Lenhoff, Professor of Education Policy at Wayne State University

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Further Reading

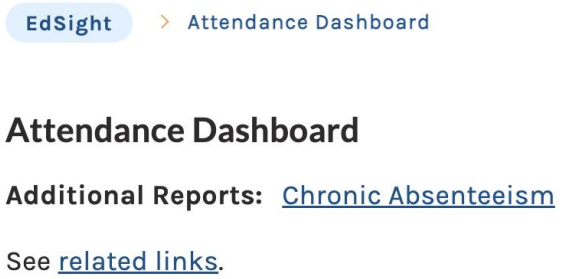
Further reading:

Chronic Absenteeism Is a Crisis. Do Parents Get It? (edweek.org)

Why School Absences Have Exploded Almost Everywhere (NY Times)

Helpful Tools

- NEW! - EdSight Attendance Dashboard
  - Questions? Contact Kari Sullivan Custer, CSDE: kari.sullivan@ct.gov



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Resources

Learner Engagement & Attendance Program (LEAP)

LEAP: A Tier II Intervention

LEAP
Learner Engagement & Attendance Program

LEAP is a Connecticut State Department of Education **research-based, relational home visit model** proven to increase student attendance and family engagement.

25 districts

in Connecticut receive LEAP funding.

ct.gov/LEAP

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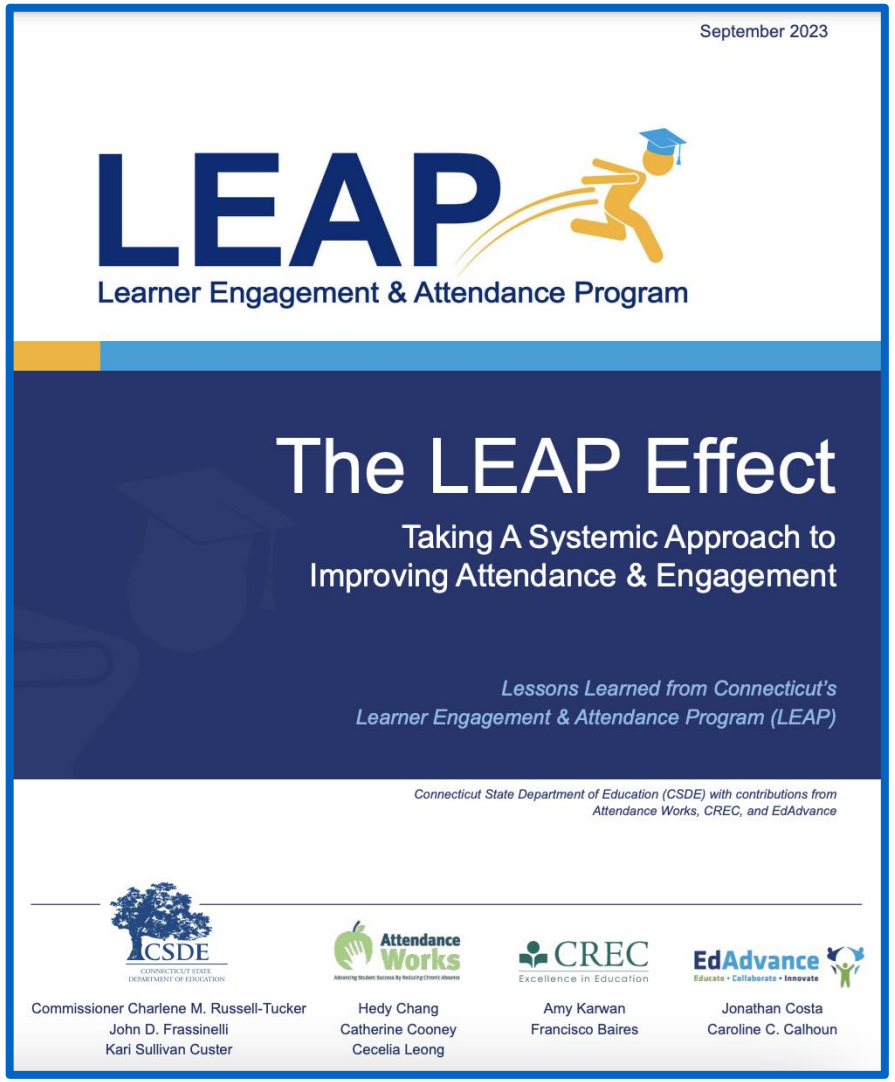
Learner Engagement & Attendance Program (LEAP)

The LEAP Effect

A collaboration between CSDE, Attendance Works, CREC & EdAdvance

- 101 Virtual Trainings for home visitors are free of charge through the CT Home Visit Hub



CT Program Featured As National Best Practice on Reducing Student Absenteeism

Connecticut State Department of Education Press Release

Resources

Attendance Awareness Campaign

https://portal.ct.gov/sde/betterwithyou

Attendance Awareness Media Campaign

Goal: to increase awareness of the importance of school attendance and engagement in order to improve school attendance.

Resources

McKinney-Vento Campaign

https://portal.ct.gov/sde/homeless-student-support

McKinney-Vento Media Campaign

Goal: to increase awareness of supports for students and families experiencing unstable housing or homelessness

Goal: to highlight school connectedness and access to resources

Resources

Attendance Works Materials

[Attendance Works]

Advancing Student Success By Reducing Chronic Absence

Resources
CSDE Links & Contacts

Connecticut State Department of Education *in collaboration with* ***CREC*** *and* ***EdAdvance***

Connecticut Resources

•Talk Tuesdays – virtual one hour conversation about all things related to attendance engagement with a peer learning community, every other Tuesday, open to all

•EdSight

•Guidelines for Excused and Unexcused Absences

•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

State Support & Technical Assistance

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

Francisco Baires
Family Engagement Program Manager
Connecticut Home Visit Hub, CREC
FBaires@crec.org

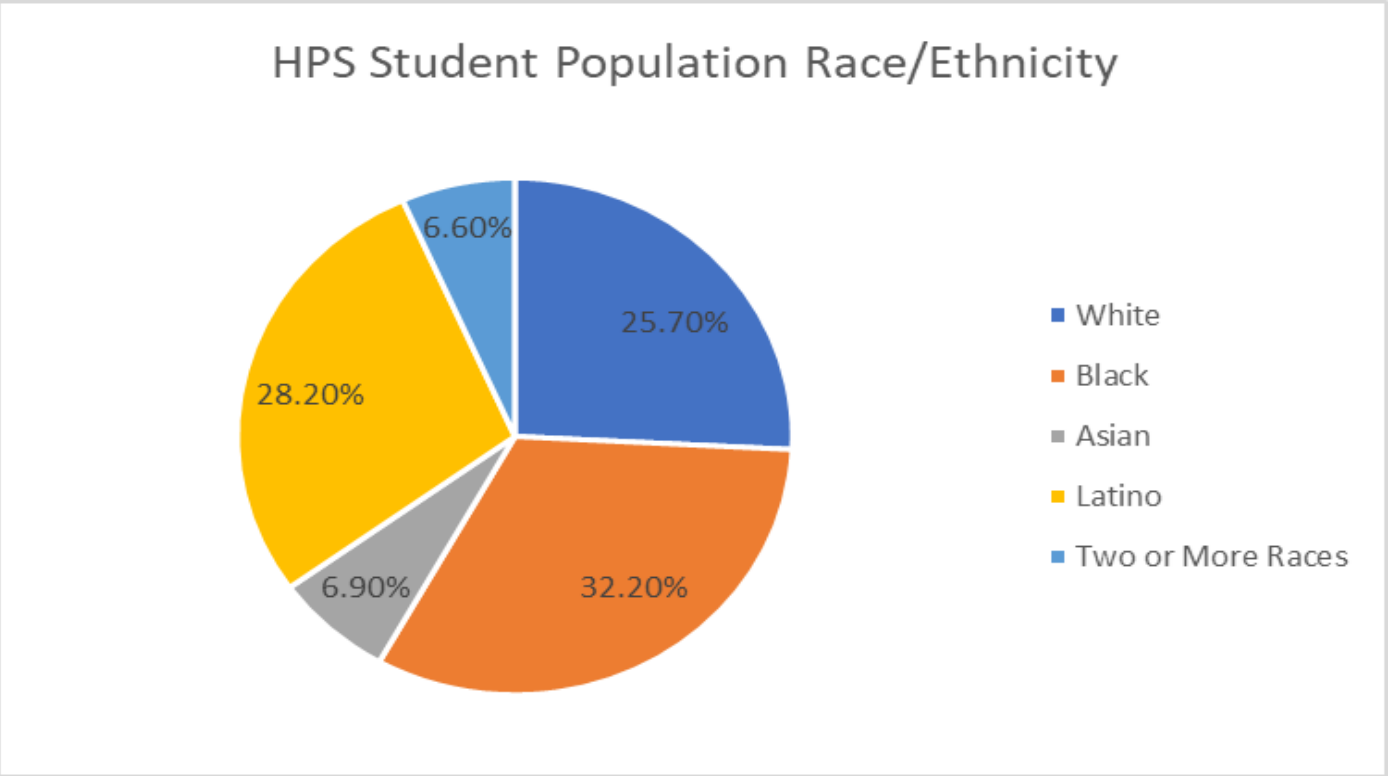
Caroline Calhoun
Professional Learning & Attendance Specialist
EdAdvance
Calhoun@edadvance.org

Hamden Public Schools (HPS)

Talk Tuesday, August 13, 2024
Emily McClain

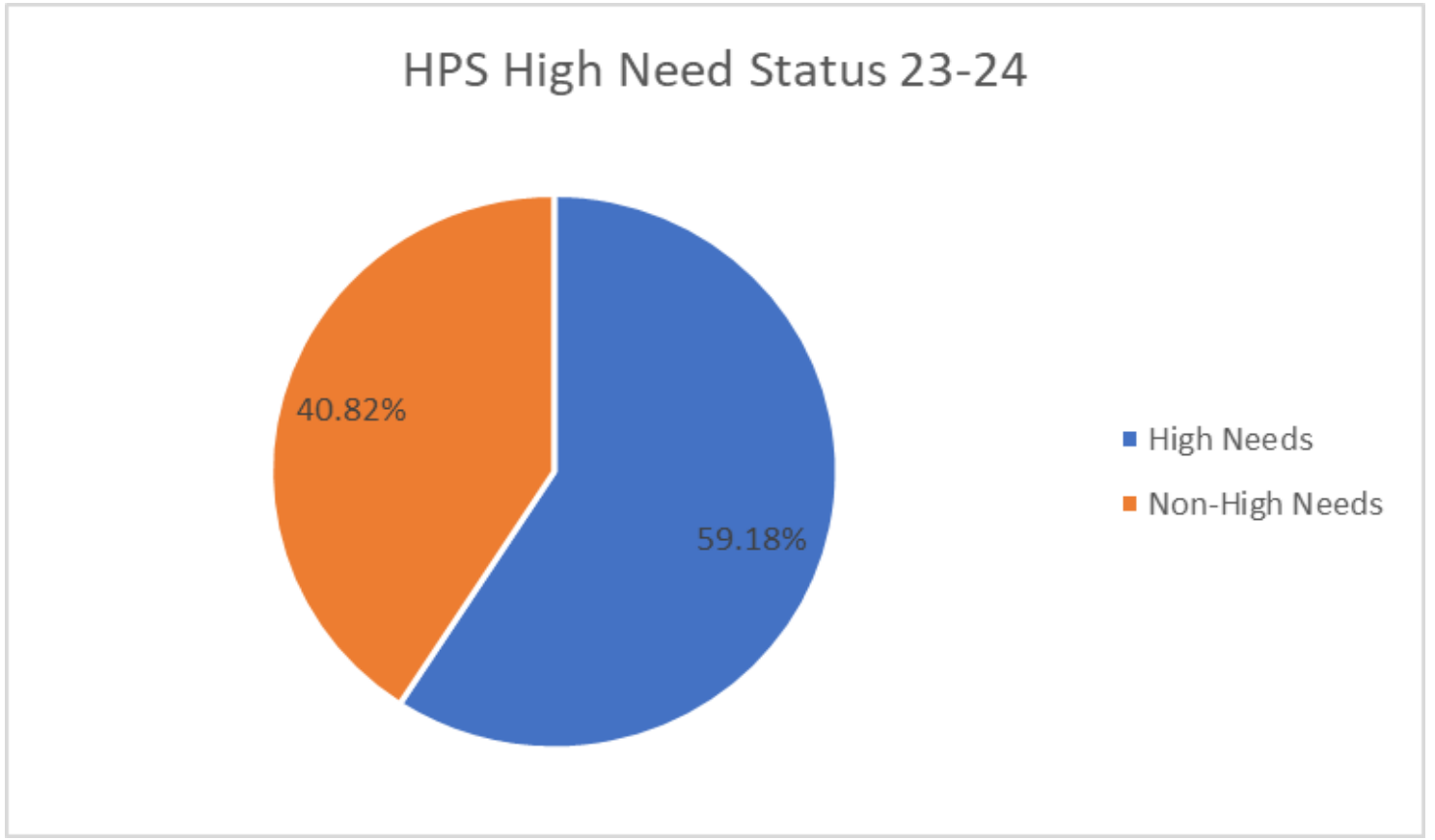
HPS Background (2023-24)

- 11 schools
- 5400 students
- 40 countries
- 35 languages spoken

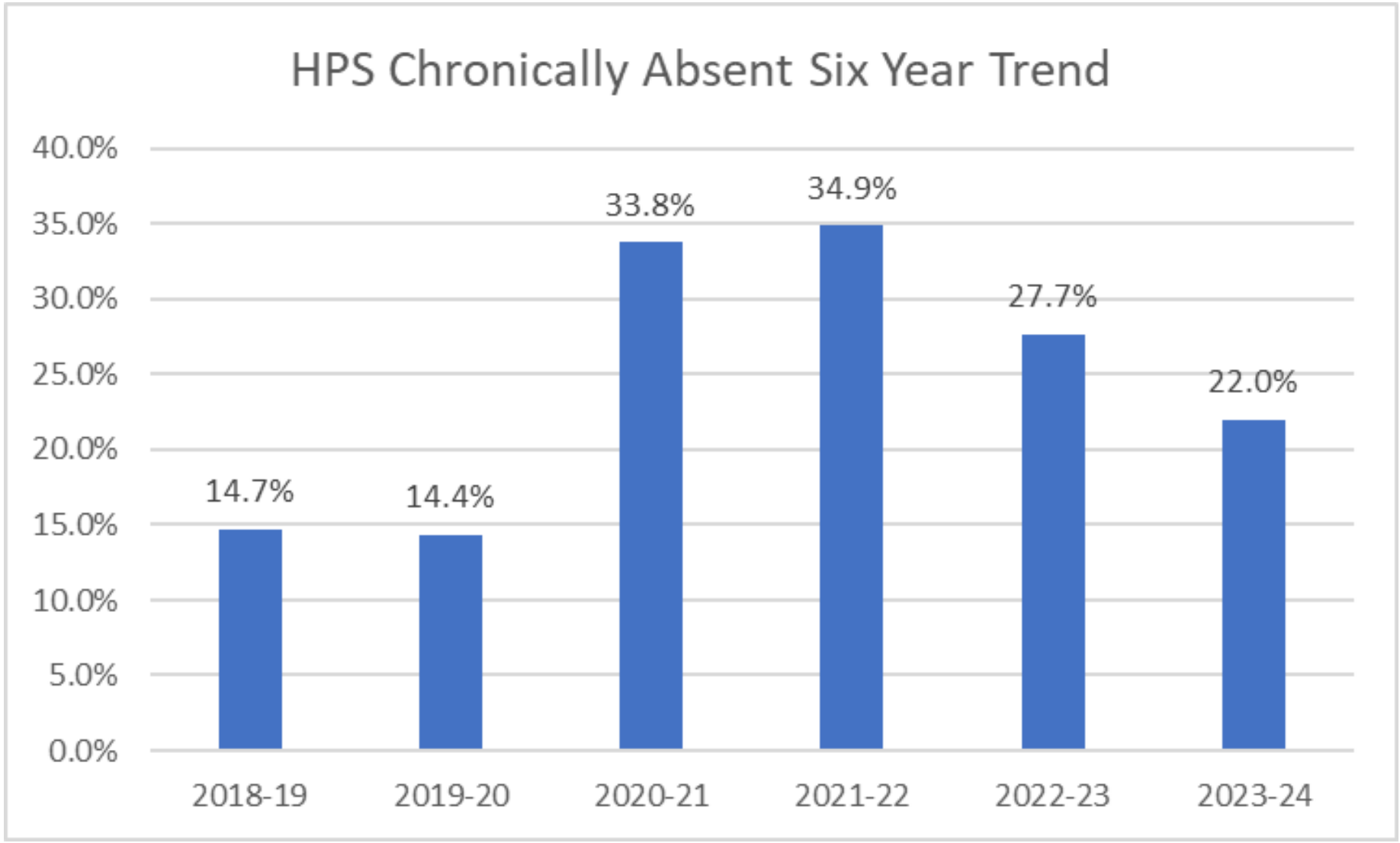


HPS Student Needs (2023-24)

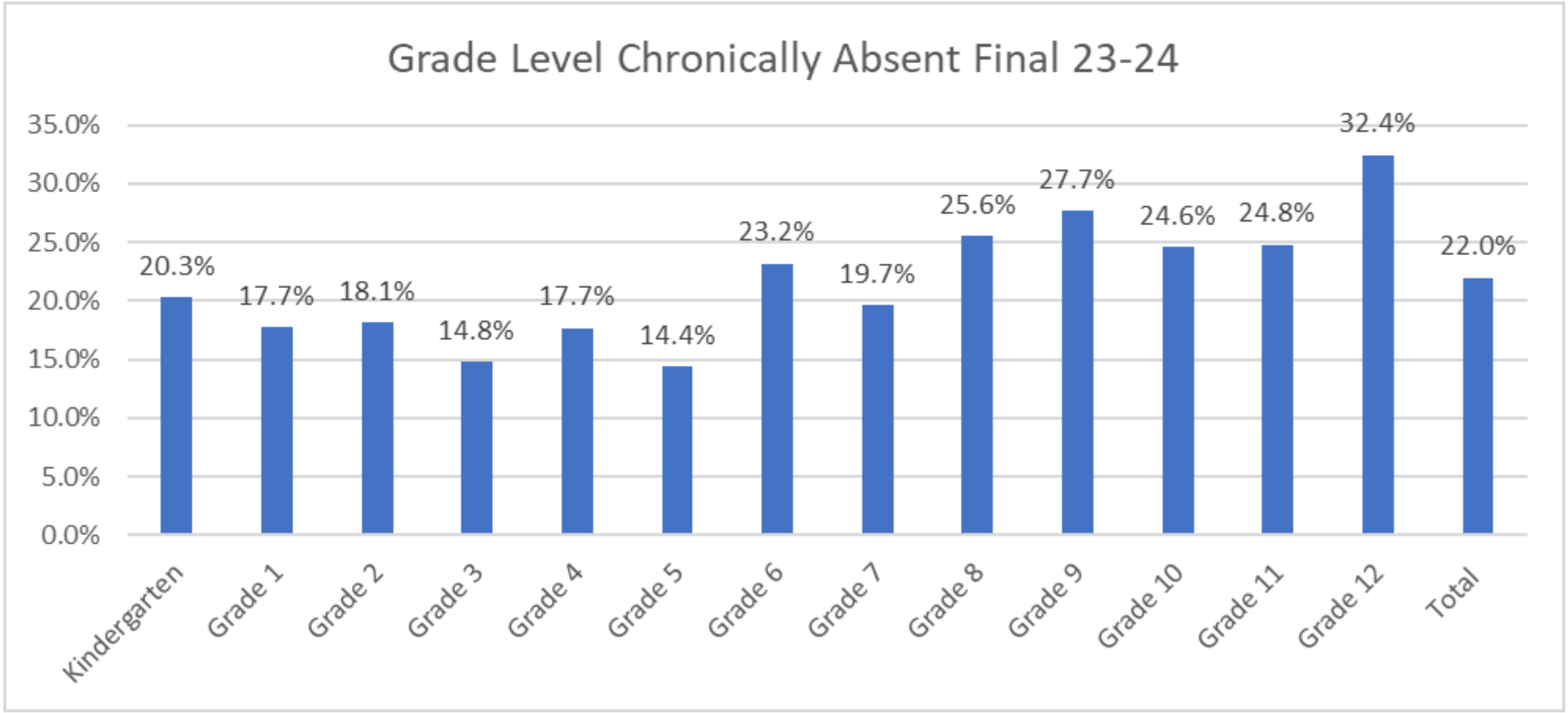
- 3,228 students with high needs
- 2633 students eligible for free or reduced priced meal
- 1,088 students with disabilities
- 392 Multilingual learners



Chronically Absent Percentages



Chronically Absent Percentages



Back to Basics

- Through District Data Team process identified chronic absenteeism as the problem of practice
- Re-established district and school-based attendance teams
- Developed a District Attendance Protocol
- Defined non-negotiables for all schools
- Adopted CSDE *School is better with You!* Attendance Campaign
- Partnered with EveryDay Labs
- Enhanced communication with all stakeholders
- Shifted our strategic approach

LEAPing Forward

- Awarded the Learner Engagement and Attendance Program (LEAP) grant from CSDE
- Building positive relationships with families to support and improve attendance
- Goal: 25 LEAP Home Visitors to conduct over 1,000 home visits
- Initially targeted incoming 7th and 9th Graders (130 Students) with chronic absenteeism in 2023-24
- Expanding to include additional students throughout the 2024-25 school year

Next Steps

- Consistently meet, analyze data, and take action
- Ensure accountability
- Communicate positively with all stakeholders
- Build positive relationships with students and families
- Build capacity with the shift in mindset
- HPS Attendance Film (youtube.com)

Questions or Insights?

Keep in Touch!

- Emily McClain
  - District Leap Coordinator and District Attendance Team Member
  - Hamden Public Schools
  - emcclain@hamden.org

Upcoming Attendance & Engagement Meetings

Summer Session #2
August 20th
10:00-11:30 am

"Data Monitoring"

Briana Hennessy,
EdSight, ETLs, Data Integration, Reporting-public and secure (CSDE)
Kendra Shakir,
PSIS Manager (CSDE)
Kara Wanzer,
Administrator for Data, Research and Assessment (Danbury Public Schools)
Kelly Truchsess,
Assistant Superintendent (Danbury Public Schools)

Registration Link:https://eventactions.com/eareg.aspx?ea=Rsvp&invite=gadfxngk0hjcs30e64um3213xt3rudtw5uab522aatehaektxf7j

Talk Tuesdays

Keep in Touch!

Kari Sullivan Custer, CSDE	Kari.Sullivan@ct.gov 860-807-2041
Jay Brown, CSDE	Jay.Brown@ct.gov 860-713-6918
Christine Kuehlewind, SERC	Kuehlewind@ctserc.org 860-632-1485, ext. 371
Ann Marie Cordisco, SERC	cordisco@ctserc.org 860-632-1485, ext. 399
Holli Ryan, SERC **(Registration Information)**	ryan@ctserc.org 860-632-1485, ext. 243

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