



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Talk Tuesdays

Student Attendance, Engagement, and Support Series

March 22, 2022

Please **sign-in** using the chat - include your name, title, district/school or agency.

Developed by the CSDE in collaboration with SERC



***Notice: This meeting is
being recorded.***

Say “hi!”

Let us know you’re here!

- In the chat, let us know your name, role, and district/school
- Any ideas for future Talk Tuesdays?



Agenda

1. *Welcome*

Stephen Proffitt, Director for Special Education Programs and Instructional Design, SERC

2. *What's New at CSDE and Partners*

Kari Sullivan Custer, Attendance & Engagement Consultant, CSDE

3. *Protocol for Examining Monthly Attendance Data*

Kari Sullivan Custer

4. *District Spotlight: Bridgeport Public Schools*

Carli Rocha-Reaes, Director of School Counseling, Bridgeport Public Schools

5. *Talk Tuesday Featured FAQ*

Question: In our attendance protocol, we hold a "Child Find" PPT for students when they reach 15 unexcused absences. However, there are many students that either we do not have enough data to make any determination, or students that do not have any academic concerns. In these cases, does a PPT need to be held??

6. *Upcoming Attendance & Engagement Meetings*

Notice: This meeting is being recorded.



WHAT'S NEW AT CSDE AND PARTNERS



What's New at CSDE

March 10, 2022

- [Certification Update: Streamlined process for submission of Application for Substitute Teacher Authorization for Candidates Who Have Not Completed a Bachelor's Degree \(ED174 Form\)](#)
- [You're Invited: the CSDE and TeachRock Partnership Cohort 2](#)
- Informational Webinar Materials - [CT Standards for Remote Learning for Grades 9-12](#) (video) and [slidedeck](#)
- [Reminder – Guidance for Connecticut School Districts regarding Enrollment Process and Practice](#)



Press Release, March 4, 2022

- [Governor Lamont New Evaluation Shows 2021 Summer Enrichment Grants Helped Reengage Students](#)



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



Track Data Early and Often...

Now on EdSight



Have you dug into your data?

2020-21 Chronic Absence Rates



- State
- District
- School
- Student groups (ELs, SWDs, Grade, F/R Meals)

February 2021 Attendance Data

- 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)



<https://edsight.ct.gov/relatedreports/Supporting%20Student%20Participation%20in%202020-21.html>

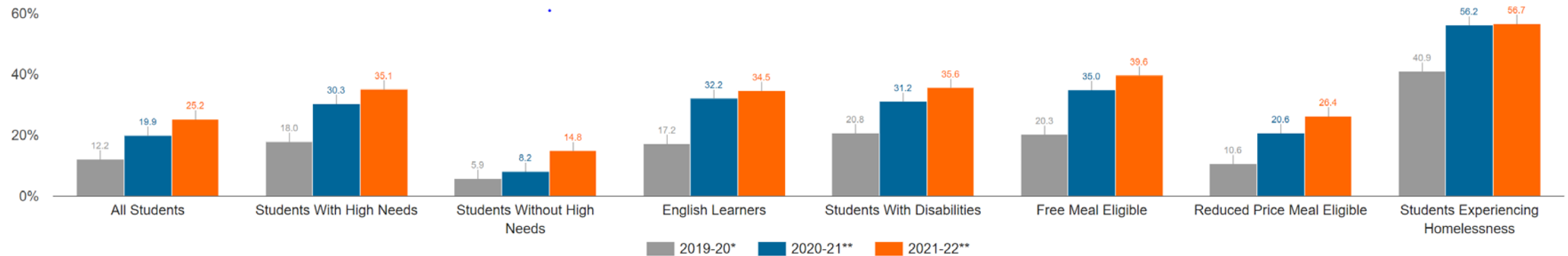


Percentage of Students Chronical Absent by Student Group

February 2022

*Calculations are based only on in-person school days until mid-March 2020. **Calculations include both in-person and remote days.

Percentage of Students Chronically Absent by Student Group (YTD as of February 2022 compared to 2020-2021 and 2019-20)



*Calculations are based only on in-person school days until mid-March 2020. **Calculations include both in-person and remote days.

Protocol for Examining Monthly Attendance Data



Download and use the Word document in the chat.

Protocol Tool for Examining Monthly Attendance



At the February 17, 2022, Attendance & Engagement Community of Practice, CSDE Chief Performance Officer, demonstrated how to use the [Protocol for Examining Monthly Attendance](#).

Downloads available:

- [PowerPoint Slides](#)
- [Recording](#)
- [Protocol Tool](#)





Protocol for Examining Monthly Attendance Data

Purpose:

This document describes a protocol for exploring the monthly attendance data released by the Connecticut State Department of Education (CSDE). The protocol offers five steps to progressively drill deeper into the data

Step 1: Understand the metrics (5 minutes – quiet reading).....	2
Step 2: Overall and Subgroup Attendance Rates (5 minutes).....	3
Step 3: High Needs Crosstabs and Grade (10 minutes).....	4
Step 4: EL and SWD by Grade Range (5 minutes).....	5
Step 5: District Chronic Absence and Extreme Chronic Absence (5 minutes).....	6

For steps 2 through 5 (data review steps), try to make some observations as to why the data are the way they are, and what if anything about the data surprises you.



Step 1: Understand the metrics (5 minutes – quiet reading)

There are two metrics for reporting attendance: Attendance rates and chronic absence rates.

See sample school below with five students.

Student	Days in Attendance	Days of Membership	Attendance Rate	Chronically Absent?
Student A	70	70	100.0	No
Student B	54	60	90.0	Yes
Student C	60	70	85.7	Yes
Student D	64	72	88.9	Yes
Student E	65	70	92.9	No
School Total	313	342	91.5	3/5 = 60%

Attendance rate is the total number of attendance days divided by the total number of membership days. The school’s attendance rate of 91.5 is the total number of attendance days (313) divided by the total number of membership days (342). On average, students miss nearly 1 out of every 10 days. When calculating attendance rate for a school or student group, the days of membership and attendance stay with the school.

Chronic absence is calculated at the student level. A student is said to be chronically absent if they attend 90% or fewer available school days. In the example above, students B, C, and D are chronically absent. The school’s chronic absenteeism rate is 3 out of 5 or 60%. When a student moves from one school to another, their status as chronically absent is calculated for all their recorded attendance in Connecticut across all schools, and then assigned to their current school. **Extreme Chronic absence** is defined as attending 25% or fewer available school days.

|

Step 2: Overall and Subgroup Attendance Rates (5 minutes)

Question	Data	Your Notes (observations and surprises)
What is the overall district attendance rate, year to date, in 2021-22? How does that compare with 2020-21 and 2019-20?	Open excel file Attendance Rates for State and Districts, Student Groups by tab (.xlsx) Auto filter for your district.	
Which subgroups of students reflect substantially lower attendance in 2021-22 as compared to 2020-20 and 2019-20?	Review the data. Explore Connecticut as a whole and other districts. Make notes, particularly any surprises Navigate to other tabs to view specific subgroups of students	
Which schools reflect substantially lower attendance in 2021-22 as compared to 2020-2021 and 2019-20?	Open excel file Attendance Rates for Schools (.xlsx) Auto filter for your district. Review attendance rates for your schools. Make notes.	

Step 3: High Needs Crosstabs and Grade (10 minutes)

Question	Data	Your Notes (observations and surprises)
Among high-needs students, are there particular groups of students who seem to be reflecting poor attendance in 2021-2022? Why might that be so?	Go back to the file Attendance Rates for State and Districts, Student Groups by tab (.xlsx) go to the By_HighNeedsCrossTabs tab. Auto filter for your district. This will give you high needs data broken out for each of the different crosstabs. See table below to understand the crosstabs Review the data. Explore Connecticut as a whole and other districts. Make notes, particularly any surprises	
Are there particular grades in which students are reflecting weaker attendance in 2021-22? Why might that be so?	Switch to the By_Grade tab. Again, filter by district. Review the data. Explore Connecticut as a whole and other districts. Make notes, particularly any surprises	

Column Name	Value	Student Group
FRL Flag	1	Students eligible for free or reduced-price meals
FRLType	N	Students not eligible for free or reduced-price meals
FRLType	R	Students eligible for reduced-price meals
FRLType	F	Students eligible for free meals
ELFlag	1	Students who are English Learners
SpEdFlag	1	Students with disabilities

- o When the high needs groups are presented by crosstabs, the sub groups are mutually exclusive; for example the group with

$$\text{FRLType} = \text{R}, \text{ELFlag} = 0 \text{ and } \text{SpEDFlag} = 1$$

represents students with disabilities who get reduced-price lunch but are not English learners. |



Step 4: EL and SWD by Grade Range (5 minutes)

Question	Data	Your Notes (observations and surprises)
How does the attendance of English learners vary by grade?	<p>Switch to the By_GradeBand_EL sheet</p> <p>Auto filter for your district. This will give you attendance rates for English learners by grade band.</p> <p>Review the data.</p> <p>Explore Connecticut as a whole and other districts.</p> <p>Make notes, particularly any surprises</p>	
How does the attendance of students with disabilities vary by grade?	<p>Switch to By_GradeBand_SWD sheet.</p> <p>Auto filter for your district. This will give you attendance rates for students with disabilities by grade band.</p> <p>Review the data.</p> <p>Explore Connecticut as a whole and other districts.</p> <p>Make notes, particularly any surprises</p>	



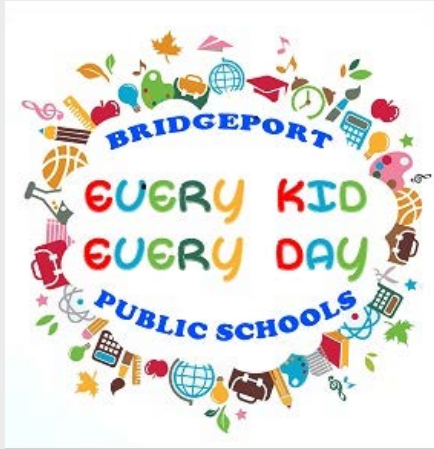
Step 5: District Chronic Absence and Extreme Chronic Absence (5 minutes)

Question	Data	Your Notes (observations and surprises)
<p>How many students are chronically absent?</p> <p>How many are extremely chronically absent?</p> <p>How does this compare with overall attendance rates?</p> <p>What percent of days are students spending in person? (InPersonMemRate)</p> <p>What is the attendance rate for in-person days? (InPersonAttRate)</p> <p>What is the attendance rate for remote days (RemoteAttRate)</p> <p>*Note, if fewer than 20 students have remote days then this information is suppressed</p>	<p>Open file Chronic Absence Rates and Remote Attendance Information for State and Districts, Student Groups by tab (.xlsx)</p> <p>Auto filter for your district.</p> <p>Review the data.</p> <p>Explore Connecticut as a whole and other districts.</p> <p>Make notes, particularly any surprises</p> <p>Navigate to other tabs to view information for different student groups.</p>	

DISTRICT SPOTLIGHT: BRIDGEPORT PUBLIC SCHOOLS

**CARLI ROCHA-REAES, DIRECTOR OF SCHOOL
COUNSELING, BRIDGEPORT PUBLIC SCHOOLS**





Bridgeport Public Schools

Michael J. Testani
Superintendent of Schools

Talk Tuesday March 22, 2021

Carli Rocha-Reaes
Director of School Counseling and Parent Partnerships



Level 1 Satellite Data

Large grain size.

Illuminate patterns of achievement, equity, and teacher quality and retention.

Point us in a general direction for further investigation.



Level 2 Map Data

Medium grain size.

Help us to identify reading, math, and other student skill gaps (e.g., decoding, fluency, fractions, etc.), or instructional skill gaps for teachers.

Point us in a slightly more focused direction.



Level 3 Street Data

Fine-grain and ubiquitous.

- Help us to understand student, staff, and parent experience as well specific misconceptions and mindsets.
- Help us to monitor students' internalization of important skills.

- Require focused listening and observation.
- Inform and shape our next moves.

Attendance Data

Attendance Rate									
Reporting Name	Student Group	2019-2020 Student Count	2019-2020 Attendance Rate	2020-2021 Student Count	2020-2021 Attendance Rate	Current Student Count	Current Attendance Rate	Current AR compared to 2019-2020	Current AR compared to 2020-2021
CT	All Students	508346	94.8%	496092	92.9%	495025	91.7%	-3.1%	-1.2%
BPS	All Students	19423	93.7%	18244	90.1%	18506	90.1%	-3.6%	0.1%

Chronic Absenteeism				
Reporting Name	Category	Student Count	Chronic Abs	Extreme Chronic Abs
CT	All Students	495004	26%	0.35%
BPS	All Students	18506	34%	0.71%

Attendance Rate By Grade -1/2022

School	Grade	19-20 Enrollment	19-20 Attendance Rate	20-21 Enrollment	20-21 Attendance Rate	21-22 Enrollment	21-22 Attendance Rate	20-21/21-22 Enrollment Change	20-21/21-22 Attendance Rate Change
Connecticut	00	36805	94.41%	33931	93.45%	36142	91.58%	2211	-1.87%
Connecticut	01	36193	94.96%	35717	93.85%	34017	92.55%	-1700	-1.30%
Connecticut	02	36461	95.33%	35431	94.16%	35976	92.93%	545	-1.23%
Connecticut	03	37021	95.52%	36018	94.40%	35841	93.11%	-177	-1.29%
Connecticut	04	37518	95.61%	36614	94.47%	36496	93.14%	-118	-1.33%
Connecticut	05	38700	95.65%	37154	94.28%	36878	93.17%	-276	-1.11%
Connecticut	06	39584	95.63%	38265	93.76%	37386	92.84%	-879	-0.92%
Connecticut	07	40780	95.23%	39227	93.14%	38595	92.63%	-632	-0.51%
Connecticut	08	40571	94.95%	40603	92.46%	39641	92.28%	-962	-0.18%
Connecticut	09	43353	93.94%	42301	91.20%	44196	89.88%	1895	-1.32%
Connecticut	10	40709	94.08%	40610	91.42%	40375	90.11%	-235	-1.31%
Connecticut	11	39697	94.12%	39446	91.70%	38656	90.22%	-790	-1.48%
Connecticut	12	40954	93.12%	40775	90.87%	40826	89.13%	51	-1.74%
Beardsley	02	35	93.92%	40	94.48%	45	91.97%	5	-2.51%
Beardsley	03	36	94%	37	91%	31	93%	-6	2.55%
Beardsley	04	38	95%	33	91%	41	92%	8	1.18%
Beardsley	05	39	95.44%	32	94.79%	32	92.55%	0	-2.24%
Beardsley	06	46	97%	35	92%	23	94%	-12	1.63%
Black Rock	00	59	93.48%	45	95.59%	39	86.84%	-6	-8.75%
Black Rock	01	45	96.04%	53	95.31%	49	93.56%	-4	-1.75%
Black Rock	02	53	94.97%	47	94.57%	52	92.70%	5	-1.87%
Black Rock	03	52	95%	46	89%	50	92%	4	2.34%
Black Rock	04	47	95.95%	49	94.05%	45	94.02%	-4	-0.03%
Black Rock	05	56	96.55%	37	96.41%	43	93.92%	6	-2.49%
Black Rock	06	46	95.51%	52	96.04%	41	91.56%	-11	-4.48%
Black Rock	07	52	97.06%	45	95.87%	47	95.09%	2	-0.78%
Black Rock	08	50	95.74%	50	94.32%	47	93.66%	-3	-0.66%
Bryant	00	43	93%	44	86%	70	92%	26	5.16%
Bryant	01	46	94%	42	88%	33	93%	-9	4.39%
Bryant	02	44	94%	47	87%	42	93%	-5	5.26%
Bryant	03	43	97%	43	86%	45	90%	2	3.84%

Attendance By Homeless -1/2022

Reporting Name	Student Group	19-20 Student Count	19-20 Attendance Rate	20-21 Student Count	20-21 Attendance Rate	21- 22 Student Count	21-22 Attendance Rate	19-20 Compared to Current Enrollment	19-20 Compared to Current Attendance Rate	20-21 Compared to Current Enrollment	20-21 Compared to Current Attendance Rate
CT	Students Not Experiencing	504430	0.9483	485880	0.9302	486186	0.918	-18244	-0.0303	306	-0.0122
CT	Students Experiencing Homelessness	3916	0.8884	1735	0.8155	1822	0.8291	-2094	-0.0593	87	0.0136
BPS	Students Not Experiencing	19316	0.9371	17542	0.9018	17693	0.9017	-1623	-0.0354	151	-0.0001
BPS	Students Experiencing Homelessness	107	0.8635	92	0.7791	122	0.8388	15	-0.0247	30	0.0597

Special Education 1-2022

Reporting Name	StudentGroup	19-20 Student Count	19-20 Attendance Rate	20-21 Student Count	20-21 Attendance Rate	21-22 Student Count	21-22 Attendance Rate	19-20 Compared to Current Enrollment Change	19-20 Compared to Current Attendance Rate Change	20-21 Compared to Current Enrollment Change	20-21 Compared to Current Attendance Rate Change
CT	<i>Students Without Disabilities</i>	427981	95.16%	411128	93.63%	409586	92.34%	-18395	-1.29%	-1542	-1.29%
CT	<i>Students With Disabilities</i>	80365	92.77%	76487	89.46%	78422	88.79%	-1943	-0.67%	1935	-0.67%
BPS	Students Without Disabilities	15775	94.06%	14351	90.84%	14469	90.76%	-1306	-0.08%	118	-0.08%
BPS	Students With Disabilities	3648	91.96%	3283	86.92%	3346	87.40%	-302	0.48%	63	0.48%

21-22 CHRONIC ABSENTEEISM

Report created on: 3/18/2022 5:30:31PM

	ENROLL	CHRONIC	PCT CHRONIC
	546	209	38.28%
	272	77	28.31%
	414	64	15.46%
	1065	203	19.06%
	292	82	28.08%
School	1047	234	22.35%
Academy	249	34	13.65%
Academy Annex	121	22	18.18%
	547	224	40.95%
	183	33	18.03%
Magnet Academy	373	114	30.56%
on School	781	129	16.52%
	165	53	32.12%
	247	44	17.81%
magnet	410	41	10.00%
covery Magnet School	389	44	11.31%
School	544	173	31.80%
School	494	169	34.21%
chool	633	117	18.48%
chool	755	220	29.14%
	413	89	21.55%
gnet School	401	43	10.72%
	461	72	15.62%
unbar School	329	125	37.99%
	697	162	23.24%
	491	134	27.29%
	7	1	14.29%
School	266	89	33.46%
ool	432	136	31.48%
ool	300	130	43.33%
Totals:	13324	3267	24.52%
space Eng. & Physical Science HS	304	69	22.70%
ool	920	322	35.00%
esearch and Zoological Studies HS	385	82	21.30%
ry Academy	279	94	33.69%
ool	1521	491	32.28%
ool	1080	418	38.70%
nology & Software Eng. HS	394	67	17.01%
Totals:	4883	1543	31.60%
ing Center @ Sheridan	51	24	47.06%
cademy	32	7	21.88%
Totals:	83	31	37.35%
Grand Total:	18290	4841	26.47%

Data Analysis

September through November, Bridgeport Public Schools were trending down with percent of Chronically absent students. December through January there was a slight increase.

Grades 9, 10 & 12 have highest percentage of CA students.

Free and Reduced lunch students also identified as receiving specialized instruction have the lowest attendance rate as compared to other high needs groups.

High School students identified as English Language Learners have lower attendance rates than any other EL grade ranges.

Students with disabilities have a 10% higher chronically absent percentage when compared to students without disabilities.

Chronic Absenteeism- Students with Disabilities

Reasons for higher rates of chronic absenteeism among student with special needs.

- Transporting challenges, specifically **with** students **enrolled in** special programs.
- School anxiety
- Student behavioral Issues
- Students in crisis, parents keeping them home

Interventions

- BCBA (Board Certified Behavior Analyst) Supports
- Bus monitors (training for behavioral issues)
- Trainings for bus drivers provided
- Behavioral Plans for transportation
- In-school incentives for attendance
- Parent trainings
- Administrator cohort trainings with Special Education Supervisors

Panorama Student Survey

Behavioral regulation (self report)

Emotional climate

School Climate 

Sense of belonging

Emotion regulation

Grades 3-5

How did students respond to each question?

Sorted by Survey order ▾ First to last ▾

QUESTION

- How well do people at your school understand you as a person?

QUESTION

- How connected do you feel to the adults at your school?

QUESTION

- How much respect do students in your school show you?

QUESTION

- How much do you matter to others at this school?

QUESTION

- Overall, how much do you feel like you belong at your school?

Grades 6-8

How did students respond to each question?

Sorted by Survey order ▾ First to last ▾

QUESTION

- How well do people at your school understand you as a person?

QUESTION

- How connected do you feel to the adults at your school?

QUESTION

- How much respect do students in your school show you?

QUESTION

- How much do you matter to others at this school?

QUESTION

- Overall, how much do you feel like you belong at your school?

Grades 9-12

How did students respond to each question?

Sorted by Survey order ▾ First to last ▾

QUESTION

- How well do people at your school understand you as a person?

QUESTION

- How much support do the adults at your school give you?

QUESTION

- How much respect do students at your school show you?

QUESTION

- Overall, how much do you feel like you belong at your school?

Grades 3-5

How did students respond to each question?

Sorted by Survey order ▾ First to last ▾

QUESTION
➤ How often are you able to pull yourself out of a bad mood?

QUESTION
➤ When everybody around you gets angry, how relaxed can you stay?

QUESTION
➤ How often are you able to control your emotions when you need to?

QUESTION
➤ Once you get upset, how often can you get yourself to relax?

QUESTION
➤ When things go wrong for you, how calm are you able to stay?

Grades 6-8

How did students respond to each question?

Sorted by Survey order ▾ First to last ▾

QUESTION
➤ When you are feeling pressured, how easily can you stay in control?

QUESTION
➤ How often are you able to pull yourself out of a bad mood?

QUESTION
➤ When everybody around you gets angry, how relaxed can you stay?

QUESTION
➤ How often are you able to control your emotions when you need to?

QUESTION
➤ Once you get upset, how often can you get yourself to relax?

QUESTION
➤ When things go wrong for you, how calm are you able to remain?

Grades 9-12

How did students respond to each question?

Sorted by Survey order ▾ First to last ▾

QUESTION
➤ When you are feeling pressured, how easily can you stay in control?

QUESTION
➤ How often are you able to pull yourself out of a bad mood?

QUESTION
➤ When everybody around you gets angry, how relaxed can you stay?

QUESTION
➤ How often are you able to control your emotions when you need to?

QUESTION
➤ Once you get upset, how often can you get yourself to relax?

QUESTION
➤ When things go wrong for you, how calm are you able to remain?

How did students respond to each question?

Sorted by Survey order ▾ First to last ▾

QUESTION
➤ How good are you at describing your feelings?

QUESTION
➤ How good are you at knowing what other people are feeling?

Addressing Attendance in High Schools

Bus Passes

Attendance Teams

Increased Credit Recovery Options

80% have a documented student success plan

Community Resource Events

Diversity, Equity, and Inclusion Trainings- Year 2 (staff, administrators & clerical)

Transition to H.S.- "Step Up Day", Summer Program & Transition Survey Data

MTSS

Xello

- Students complete interactive career, personality, and learning style assessments to help them better understand their unique interests, skills, and strengths
- Personalized Student Portfolio
- Students explore hundreds of career and college options that align with their assessment results.

Increase of Support Staff

- Student Success Team
- Attendance Coordinators
- Home Visitors
- Restorative Specialist Facilitators
- Mentors (228 matched)
- Tutors

Addressing Attendance in Elementary/ Middle School

Attendance Teams

MTSS

Creating Student Success Plans

Parent Engagement Activities

Move This World

Community Resource Events

Diversity, Equity, and Inclusion Trainings- Year 2 (staff, administrators & clerical)

Increase of Support Staff

- Student Success Team
- Attendance Coordinators
- Home Visitors
- Restorative Specialist Facilitators
- Student Support Advocates
- Mentors
- Tutors (supported 205 students)

Community and School Partnerships

RYASAP

Job Title Description	
Student Support Advocate	Barnum
Restorative Practice Site Facilitator	Barnum
Student Support Advocate	Bassick
Restorative Practice Site Facilitator	Bassick
Restorative Practice Site Facilitator	Harding
Attendance Coordinator	LEAP
Case Manager	LEAP
Student Engagement Team (5 home visitors)	LEAP
Student Support Advocate	Marin
Program Manager	Marin
Restorative Practice Site Facilitator	Batalla
RPF	Batalla

Restorative Practices

- 14 Restorative practice specialists- 700 staff trained in restorative practices since last school year
- 862 Restorative Interventions implemented
- 35 SEL Student Ambassadors, grades 9-11, trained in school climate and RP; 42 more will be trained on 3/17 & 3/18
- Teacher and staff workshop series scheduled for April, May, and June:
 - Workshops are Restorative Practices Refresher, Pandemic Related Toxic Stress and Trauma, and Managing Adult/Educator Stress

LEAP



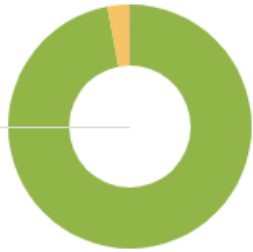
Attendance Reporting and Monitoring

District Attendance Team

- Protocol for monthly attendance- Data analysis tool
- Updated attendance letters
- Attendance Works self-assessment
- Attendance Sway- over 2,000 views
- Mental Health Resources- 900 views
- Monthly SEL/ School Counseling Newsletter
- MHD- mental health day (177 days)
- QP- quarantine present (14,811 days)
- Attendance TEAM to share best practices
- District's Participation in Talk Tuesday, COP, SEAC Learning Series, and Attendance-Engagement Advisory Committee

Parent Square

97%
CONTACTABLE



19,489 STUDENTS' FAMILIES →

CONTACTABLE 18,907 →

At least one student contact is contactable

NON-CONTACTABLE 566 →

No student contact is contactable

NO CONTACT INFO 16 →

There are no student contacts listed

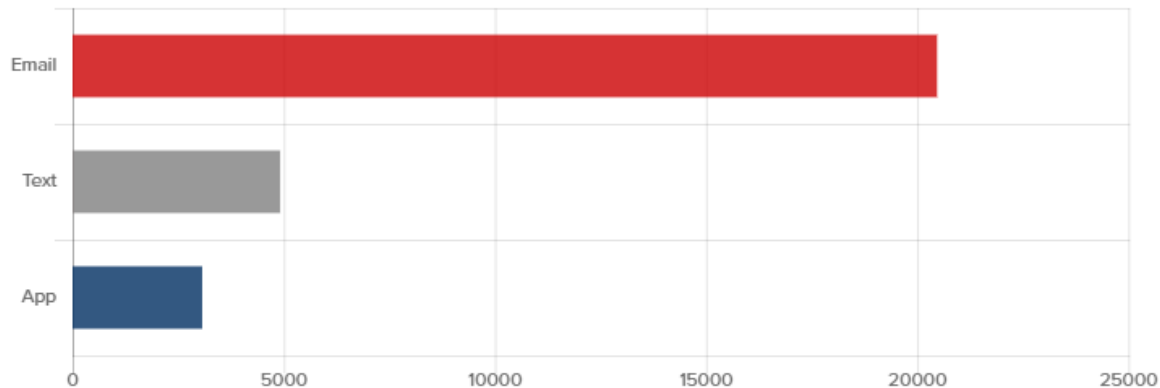


Great! 97% of your students' families are contactable. You need to **fix only 560 family records to get to 100%**.

[View Complete Dashboard](#)

REACH & DELIVERABILITY

REACH METHODS



EMAIL

20,545 (81%) Parents with emails

20,470 (81%) Opted to receive emails

20,469 (81%) Receiving emails

1 (0%) Failed emails

APP

3,796 (15%) Parents with app

3,069 (12%) Receiving notifications

TEXT

23,751 (94%) Parents with phones

4,915 (19%) Opted to receive texts

4,913 (19%) Receiving texts

2 (0%) Failed texts

** all percentages are out of the total 25,331 parents in the District*



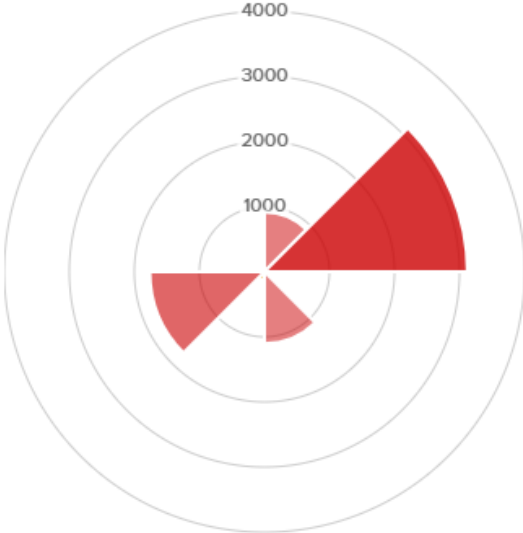
15% have downloaded the app

In your next newsletter make sure to highlight the benefits of downloading the app to increase engagement with parents. Here are some **posters** you can print and put up.

Parents can pick from over 100 languages to receive the information.
Parents can choose the method to receive and time of the day.

INTERACTION

4,778
OUT OF 25,331
PARENTS INTERACTED



COMMENTS

916 Commented

APPRECIATIONS

3,121 Appreciated

RSVPS

79 RSVP'd

VOLUNTEERS

1,105 Volunteered

ITEMS

125 Signed Up

FORMS / PERMISSIONS

1,762 Completed

PAYMENTS

0 Paid

POLLS

58 Voted

** all values are totaled starting from August 01, 2021*

- 664 authors (educators) working through parent square
- Most appreciated posts were covid related and Memo from the Superintendent



Wow! That's impressive parent interaction

Typically there are 2 contacts per student. 19% parent interaction could mean that 38% of families are interacting!

Parents responses when asked “What can BPS do to improve student attendance and engagement?”

- Make school fun
- More welcoming environment
- Increase parent involvement
- Reward students and parents when improvements are made
- Positive school atmosphere
- It is the parents' job to ensure good attendance, some students cannot attend every day because their parents do not bring them
- Students walk too far; we need more buses.
- Decrease the home from school distance
- If student misses the bus, send a taxi

School Counselors identified these as barriers to attendance/engagement:

- unstable housing
- lack of motivation: students & families
- transportation (specifically in harsh weather, i.e. cold and rain)
- Covid – parents are hesitant to send
- Language barriers
- Travel/vacations out of country
- Increased absenteeism on half days - transportation/childcare
- Mental health: anxiety/stress with students and guardians
- Special education/medically fragile population
- False covid reporting by parents who are not promoting school attendance
- High school students: miss period 1 because of caring for siblings; can't wake up/video games; disconnect: "why do I need to be here?"



Featured TT FAQ

Talk Tuesday FAQ



Question: In our attendance protocol, we hold a “Child Find” PPT for students when they reach 15 unexcused absences. However, there are many students that either we do not have enough data to make any determination, or students that do not have any academic concerns. In these cases, does a PPT need to be held?

- Child Find falls within federal regulations (34 CFR Section 300.111).
- Connecticut further specifies in our State regulations (Regulation of Connecticut State Agencies Section 10-76d-7) and is discussed as a ‘prompt referral to a PPT’. The specific language of the regulation is as follow:

Regulation of Connecticut State Agencies Section 10-76d-7 requires a prompt referral to a planning and placement team of all children who have been suspended repeatedly or whose behavior, attendance, including truant behavior, or progress in school is considered unsatisfactory or at a marginal level of acceptance.



Therefore, a district is required to refer all students to a PPT who meet any one (or more) of the criteria below –

- If they have been suspended repeatedly
 - If their behavior is considered unsatisfactory or at a marginal level of acceptance
 - **If their attendance (including truant behavior) is considered unsatisfactory or at a marginal level of acceptance**
 - If their progress in school is considered unsatisfactory or at a marginal level of acceptance
- There is no provision in the law that allows a district not to make a referral as long as the student meets one or more of the criteria above.



Talk Tuesday FAQ



Question: (continued)

- While a district may have made a general rule of 15 unexcused absences as the threshold for referral related to attendance, special education is highly individualized, so setting the same criteria for all students (15 unexcused absences) may not be equitable when considering students individually.
- Absences will most likely have different impact on different students. For that reason, rather than the State regulating a specific number of absences as the threshold for referral, the regulation purposely requires that each student's absences be reviewed to determine if they may be considered *'unsatisfactory or at a marginal level of acceptance'* for that individual student.
- It is also suggested **that all absences, not just unexcused absences**, may have an impact on a student's ability to advance appropriately in the general education curriculum since, regardless of the reason for absence, the student still misses instruction during any type of absence.
- When it comes to attendance, it is advised that rather than using a specific number of absences as the threshold for referral to a PPT, districts develop a method for reviewing any student's absences to determine if they are considered to be *'unsatisfactory or at a marginal level of acceptance'*.
- The phrase *'unsatisfactory or at a marginal level of acceptance'* is left undefined so that the individual nature of each student's absences can be considered. What may be considered *'unsatisfactory or at a marginal level of acceptance'* for one student may not be for another. Districts make this determination on an individualized basis.



Upcoming Attendance & Engagement Meetings

Talk Tuesday

Tuesday, **April 5, 2022**

Have a **promising practice or success**
you want to share?

Concerns you want to share through peer discussion?

Send ideas for topics for discussion to
Kari.Sullivan@ct.gov.

Attendance & Engagement
Community of Practice

Thursday, **April 21, 2022**

Save the dates!

All CoPs are held on the 3rd Thursday
of the month from 10 to 11:30 a.m.



KEEP IN TOUCH!

Kari Sullivan Custer, CSDE

Kari.Sullivan@ct.gov

860-807-2041

Stephen Proffitt, SERC

proffitt@ctserc.org

860-632-1485, ext. 322

