



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Talk Tuesdays

Student Attendance, Engagement, and Support Series

March 8, 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.***

Introductions

Please share in chat:

- Name, role, district/school
- Wish Jay Brown a happy birthday! Our CSDE attendance colleague in the Bureau of Special Education.



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. *The Bridge Academy, Our Attendance Journey!*

Rachel Allison, Principal, The Bridge Academy

4. *Talk Tuesday Featured FAQ*

Question: I have a student who has missed 33 days of school this year. Where do I send the referral (insert truancy/YSB) form?

5. *Upcoming Attendance & Engagement Meetings*

Notice: This meeting is being recorded.



WHAT'S NEW AT CSDE AND PARTNERS



What's New at CSDE



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

March 3, 2022

- [Computer Science Professional Learning Action Network](#)
- [Reminder: The Lt. Governor's Computing Challenge](#)
- [New IEP Preview Series](#)

March 1, 2022

- [State Summative Assessment Calendar for 2022-23](#)
- [New USDE Section 504 Guidance](#)

February 25, 2022

- [DPH Statement on CDC's Updated COVID-19 Monitoring And School Bus Masking Requirements](#)

February 24, 2022

- [2021-22 Out-of-Town Magnet School Transportation Grant Application](#)
- [Elementary and Secondary School Emergency Relief \(ESSER\) Fund Federal Reporting Requirements](#)
- [Reminder: Informational Webinar for CT Standards for Remote Learning](#)
- [Educators Rising Connecticut Conference](#)
- [Free Resource, through collaboration between the Office of Early Childhood \(OEC\) and the CSDE – Access to “Sparkler App” for incoming Kindergartners](#)

February 22, 2022

- [Connecticut Standards for Remote Learning Grades 9-12](#)



Commissioner Russell-Tucker Confirmation

Press Releases



03/02/2022



Commissioner Charlene M. Russell-Tucker's Statement on Her Confirmation by the Connecticut General Assembly

(HARTFORD, CT) – Commissioner Charlene M. Russell-Tucker released the following statement in response to the Connecticut General Assembly's vote to confirm her nomination to serve as Commissioner of Education:

"After many years in the Connecticut State Department of Education, it is an honor to continue to serve Connecticut's beautifully diverse student body, school staff and families. From my start as an Education Consultant, I have served the Department as a Bureau Chief, Associate Commissioner, Chief Operating Officer, Deputy Commissioner, and now Commissioner.



Read the Commissioner's [full statement](#).



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](#)

Mark your calendars!



Talk Tuesday, March 22, 2022 – presentation on the protocol tool and learn how district and school teams are using it.



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)

January 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)



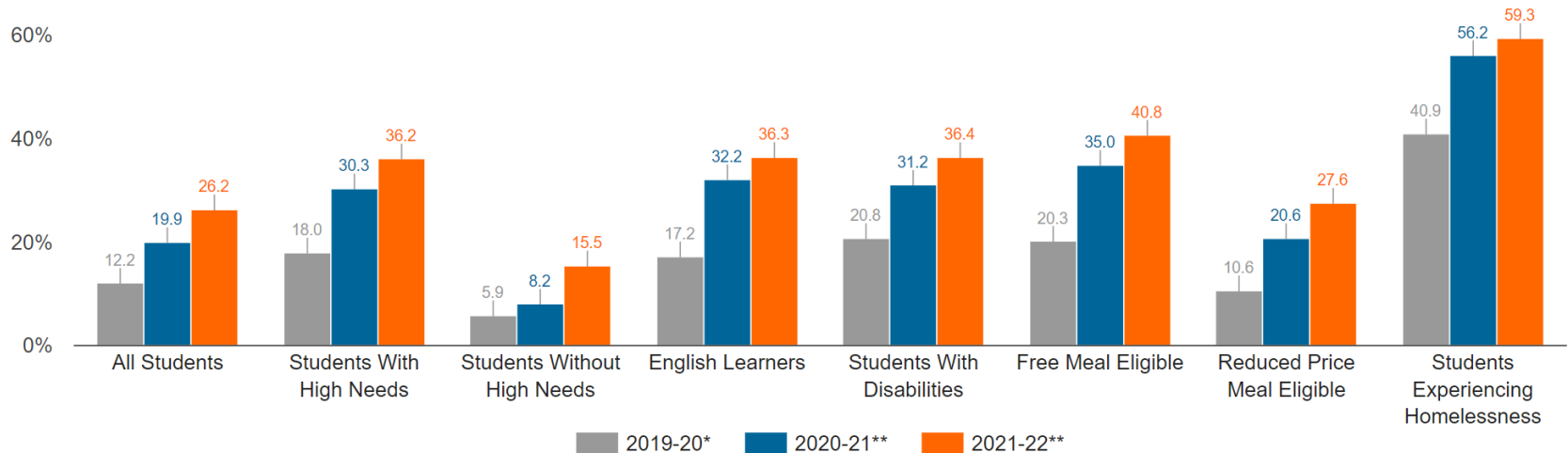
<https://edsight.ct.gov/relatedreports/Supporting%20Student%20Participation%20in%202020-21.html>



Percentage of Students Chronical Absent by Student Group

January 2022

Percentage of Students Chronically Absent by Student Group (YTD as of January 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.

The Bridge Academy

Our Attendance Journey!



The Bridge Academy

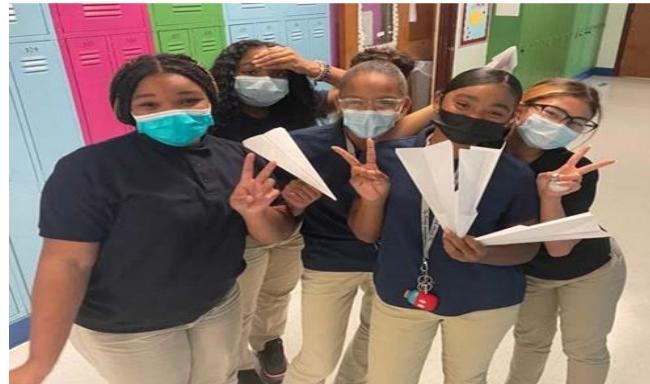
- Public Charter School Founded in 1997
 - This is our 25th year!
- Located in Bridgeport
- Serve 280 students in 7th through 12th grades
- 80% are high needs
- 21% qualify for special education



Our Attendance History

Chronic Absenteeism Rates

2018-2019	2019-2020	2020-2021	2021-2022 YTD Edsight (Dec?)	2021-2022 YTD Self Reported As of 2/28
18%	17.5%	14.5%	17.7%	13%



Before Becoming a Restorative School

- Focused on tardies instead of absences
- Punitive responses: Replaced passing grades with failing ones for students who had 7 or more tardies or absences in a marking period
 - Students had to appear before the Governing Council to have their grades reinstated
 - Denied late students breakfast

After Becoming a Restorative School

More intentional about SEL and creating school connection activities:

- Morning Circles of Power and Respect
- Monthly whole-school assemblies
- Robust after school program
- Dances
- Trips (especially in times that have proven to be challenging for students such as just before Christmas)
- Movie Nights
- Activity Days
- Family Dinners
- Summer Barbecue
- **Free pads and tampons in girls bathrooms**
- **Installed a washer and dryer for family use**
- **Voucher program for haircuts and styling**
- **Free lunch and breakfast for all students**
- **No punishments for being late or absent**



Attendance Meetings

- Changed to bi-weekly from once a month
- Made up of attendance coordinator, administrators, nurse, special education teachers, social workers, school counselor, secretaries,
- Attendance Committee meets every two weeks
- Admin and Attendance Coordinator meet every week
- Edsight Attendance is linked at the top of the agenda
- Multi-Tiered Systems of Support:
 - [Tiered Intervention Plan](#)
 - [Students At Tier II and III](#)
 - [Example Of Student Documentation](#)

Chronic Absenteeism By Month

Years	*Sept	*Oct	*Nov	*YTD Self reported	*Dec	*Jan	*Feb	*YTD Self reported	*Mar	*Apr	*May	*YTD Self reported	*Jun	EOY Actual EdSight
Baseline 2018-19	15%	25%	28%	13%	27%	34%	31%	17.08%	29%	25%	30%		12%	18%
Targets 2019-20	12%	22%	25%	10%	24%	31%	28%	14%	26%	22%	27%		9%	8.8%
Actuals 2019-20	22%	19%	19%	14%	21%	34%	31%	14.6%						17.5%
Targets 2020-21	9%	19%	22%	7%	21%	28%	25%	11%	23%	19%	24%		6%	8.4%
Actuals 2020-21 Self Reported	13%	18.2%	17.8%	13.5%	20.2%	19.5%	20.9%	13.1%	24.4%	21.1%	22.3%	14.8%	23%	14.5%
Targets 2021-2022	6%	16%	19%	4%	18%	25%	22%	9%	20%	16%	21%		3%	8%
Actuals 2021-2022 Self-Reported	25%	22%	21.5%	15.6%	30%	20%	14%	13%						

Chronic Absenteeism By Sub Group

Year	20-21	21-22	State 21-22
Attendance Rate	93.4%	94%	91.7%
SPED Attendance Rate	88.1%	91.9%	88.7%
High Needs	92%	93%	89.4%
Not Eligible for Free lunch	95.4%	96% (80)	93%
Receives Free Lunch	92%	93% (156)	88%
Receives Reduced Lunch	95.1%	95.3% (35)	91%

Chronic Absenteeism By Grade

	7	8	9	10	11	12
Bridge 20-21	95%	96.6%	94.9%	92.4%	87.6%	89.5%
Bridge 21-22	97.9%	96.9%	91.6%	94.4%	91.7%	93%
State 21-22	92%	92%	89%	90%	90%	89%

Hiring

- Hired an Attendance Coordinator
- Hired a Social Emotional Learning Coordinator
- Nine staff are alumni of Bridge
- Created stipend positions:
 - Two Climate Coordinators
 - Two Family Engagement Coordinators



Transportation

- Created a school Uber account
- Purchased bus passes for some students who live within the two mile boundary



Academic Support

- Added What I Need (WIN) Time to the middle school schedule
- Added a College and Career Readiness (CCR) class to the high school
- Created a Math Games intervention period
- Added specialized instruction in reading (Sunday)
- Homework Clubs



Social Emotional Learning And Support

- Social Emotional Learning Coordinator teaches explicit lessons:
 - Mindfulness
 - how to deal with stress and anxiety
 - how to connect with friends
 - how to be assertive rather than aggressive
- Students may ask to take a break
- Restorative questioning
- Restorative circles
- Surveys asking about student and staff well-being



Communication

- **Each summer, we call the homes of students** who struggled with attendance the previous year to ask what happened and how we can help
- We **call and text** the families of every absent student
- Our Attendance Coordinator **calls the homes of struggling students at 6:30 AM**
- We **meet with the families** of those in danger of being chronically absent
- Family **emails and texts are sent on Saturday**: few words, 4th grade language
- **Quarterly Newsletter**: Tells families what their children will be doing in class and how to help
- We send an **attendance letter** home every five weeks with a table comparing the attendance of the student with that of their peers

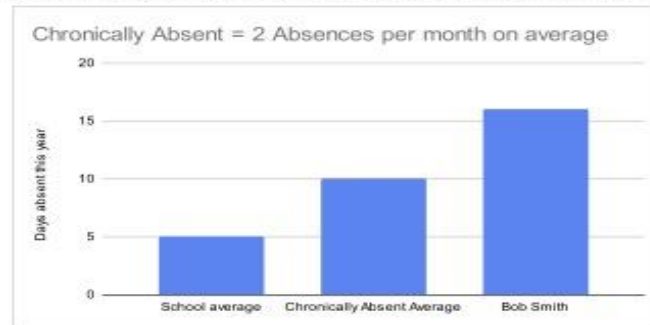


Hello!

We want you to know that we are concerned about your child's attendance.

Students learn a lot every day at Bridge and missing school makes it hard for them to keep up. Plus, we really miss your child when they are not here!

So far this year your student has been absent 16 times. Below is the graph which shows your child's attendance compared to others; as you can see, your child is missing a lot more school than their peers.



We are here to help improve your child's attendance in any way we can. Call at 203-336-9999 and we can work together to support your child's success in school.

Sincerely,

Rachel Allison, Middle School Principal
Tyrone Elliott, High School Principal

Remote Learning Attendance Efforts

- All students have a chromebook
- All teachers keep their Google Meets open
- Remote students follow their regular schedule
- Students who were quarantining also received up to two hours of virtual support after school
- Students who are allowed to learn remotely are listed in teacher announcements and in a spreadsheet
- We have all students on Go Guardian so can see if they are online or not
- We call the parents of students who do not log on for homeroom but also the homes of parents who disengage throughout the day

New Programs

- Parent Teacher Home Visits
- Positive Phone Calls Home
- Focus Groups





Featured TT FAQ

Featured FAQ



Question: I have a student who has missed 33 days of school this year. Where do I send the referral form?

State law, [C.G.S. Sec. 10-198a](#), **requires school districts and schools to have specific policies and procedures regarding students who are truant.** A truant is defined as a student who has had 4 unexcused absences from school in one month (30 consecutive calendar days) or 10 unexcused absences in one school year.

If a student becomes truant, their school is required to have a meeting with the student's parent/ guardian within 10 school days. In this meeting, the school should work with the student and guardian to help the student return to school. Schools should also work with community agencies providing child and family services to address the student's barriers to coming to school. See: [Memo to Superintendents, February 22, 2018](#)

The CSDE and its have developed a [Youth Service Bureau Referral for Truancy and Defiance of School Rules Form](#) to assist districts in developing a system to formally refer students who are truant to the community's Youth Service Bureau. A [Youth Service Bureau Referral Guide](#) is also available to be used as a side-by-side resource to assist in completing the Youth Service Bureau Referral for Defiance of School Rules Form. I don't know if this is the policy that your district established but the resources are there if you need them.



Ultimately, the most effective strategy for helping students be present in school is prevention. Building strong relationships and trust with families is crucial to the child's success. Monitoring Attendance early and often, enhancing school culture and community, increasing engagement with families and students, welcoming schools and classrooms and mentoring students for academic success are effective school-based strategies for truancy prevention and recovery.

2021-22 Collection of Student Level Truancy Data

[Record Layout \(ct.gov\)](#), PSIS, page 24,

- Truant – Student is truant (“Y” – Yes, “N” – No). An entry in this field is mandatory for the June collection; indicate “yes” for a student, age five to eighteen, inclusive, who is enrolled in a public or private school and has four unexcused absences from school in any one month (i.e., 30-calendar-day period) or ten unexcused absences from school in any school year. Truant is defined in Section 10-198a of the Connecticut General Statutes



Upcoming Attendance & Engagement Meetings

Talk Tuesday

Tuesday, **February 22**, 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, **March 17**, 2022

**Deepening Relationships Building
to Priority Student Groups**

Hedy Chang, Executive Director
Attendance Works

Save the dates!

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



KEEP IN TOUCH!

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