



CONNECTICUT STATE DEPARTMENT OF EDUCATION

# Talk Tuesdays

## *Student Attendance, Engagement, and Support Series*

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

Connecticut State Department of Education  
February 23, 2021

# Agenda

1. Welcome

*Kari Sullivan Custer, Attendance & Engagement Consultant, CSDE*

2. What's New at CSDE

3. Improving Attendance and Engagement for Students with Disabilities in the COVID-19 Era

*Jay Brown, Education Consultant*

4. Participant Input & Feedback

5. Upcoming Attendance & Engagement Meetings



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




# WHAT'S NEW AT CSDE



# What's New at CSDE

## February 22, 2021

- [CoVP Provider Bulletin, Week of February 22, 2021](#)
  - (March 1<sup>st</sup> – 55+ and educators/child care professionals should receive first dose by March 31st)
- [CT Participation in NAEP 2021 School Survey](#) (NAEP survey will provide data on instructional modes and attendance rates starting in March through the end of the 2020-21 school year)
- [Free Cloth Mask Order Form - Deadline Extended](#)
- [Register Now! How to Write So Busy People Will Read and Respond: the science of effective communication](#), Professor Todd Rogers, professor and behavioral scientist at Harvard University and Chief Scientist at Every Day Labs 

## February 18, 2021

- [ESSER II Application/Needs Assessment](#); [ESSER II Needs Assessment Template](#); [State-level Priorities](#)
- [Guidelines for the Practice of School Psychology](#)
- [A Webinar Series for Parents and Families on Supporting Children's Well-Being and Learning during COVID-19](#)

## February 11, 2021

- [Monthly Attendance and Weekly Learning Model Data on EdSight](#)
- [Joint CISA and CYBER.org Cyber Safety Video Series](#)
- [2021 Worker Memorial Day Scholarship Essay Contest](#)



Visit the [Superintendent's Digest](#) to stay current on new guidance from CSDE.

# Webinar Series for Families



## Connecticut State Department of Education Professional Support Series for Families

Please see below and join as we learn together and grow together.

Series 22 – February 16, 2021

### A Virtual Conversation Series for Parents and Families on Supporting Children's Learning during COVID-19

The Connecticut State Department of Education (CSDE) is hosting a series of virtual conversations for parents and other caregivers who are managing children's learning during the COVID-19 pandemic. This series is a follow-up to a statewide town hall on December 8th where over 400 attendees asked questions and offered comments and suggestions that were used to inform the sessions below.

This conversation series is tailored to families, but educators and community members are welcome to attend. You may register for any or all of the sessions.

After registering for each session, you will receive a confirmation e-mail containing information about joining the webinar. Sessions will be recorded and made available on the CSDE web site for those who are not able to attend in person. If you cannot attend but want to be notified when the recording is available, you can indicate that on the registration form.

Sessions will be recorded and posted online with closed captioning in English, Spanish, Portuguese, and Arabic. Everyone registered for any session in the series will receive notice when sessions are posted.

#### Planning for Return to School in Fall 2021: Young Children in PreK, Kindergarten, and Grade 1

**Date:** Tuesday, February 23, 2021

**Time:** 5:30–6:30 p.m.

It is not too early to start planning for young children's transition to school next fall. Along with the excitement of starting a new school year, remote learning during COVID-19 is presenting families with many questions. This session will focus on parents' concerns about supporting children's early learning, developmental skills, and social and emotional well-being. It will also feature new, free resources in CT to help families support young children's development at home, and some information to think about as your child transitions to school in the fall.

**Presenters:**

- Andrea Brinnet, Early Childhood Consultant & IDEA 619 Part B Manager, CSDE
- Jennifer Michalek, K-12 Math Education Consultant, CSDE
- Amanda Pickett, School Climate Consultant, CSDE
- Joanne White, Literacy/English Language Arts Consultant, CSDE

**Register:** <https://ctserc.net/families223>

#### Special Education during COVID-19: Resources, Supports and Best Practice Strategies

**Date:** Tuesday, March 2, 2021

**Time:** 5:30–6:30 p.m.

Changes in instructional delivery models (In-person, Hybrid, Remote) have been particularly challenging for families whose children receive special education services. This session will provide answers to families' frequently asked questions about special education and educational programming for children with disabilities during COVID-19. The CSDE will be sharing information along with best practice strategies and resources from the CT Parent Advocacy Center.

**Presenters:**

- Bryan Klimkiewicz, Special Education Division Director, CSDE
- Andrea Brinnet, Early Childhood Consultant & IDEA 619 Part B Manager, CSDE
- Jane Hampton-Smith, Co-Executive Director, CT Parent Advocacy Center

**Register:** <https://ctserc.net/families216>

## Connecticut State Department of Education Professional Support Series for Families

### Strategies for Parents and Families to Support Academic Success during Remote Learning

**Date:** Tuesday, March 9, 2021

**Time:** 5:30–6:30 p.m.

Parents and other caregivers have been navigating new models of in-person and remote learning during the pandemic. These disruptions in children's schooling have left many families with questions about issues such as learning loss, instructional time with teachers, engaging students and keeping them motivated, amount of screen time and navigating online platforms. This session will provide answers to these common questions and others about supporting student success in remote learning. New remote learning resources that are freely available to learners and families will also be featured.

**Presenters:**

Irene Parisi, Chief Academic Officer, and members of the CSDE Academic Office

**Register:** <https://ctserc.net/families309>

### Auto-cuidado y el Aprendizaje Socio-Emocional para Padres y Cuidadores

**Taller sera solo en español. Repetido en inglés el 6 de abril.** (Session will be presented only in Spanish. Repeated in English on April 6.)

**Fecha:** Martes, 23 de marzo de 2021

**Hora:** 5:30–6:30 p.m.

Navegar el aprendizaje remoto durante la pandemia ha sido un desafío para los estudiantes y para sus familias. Muchos padres tienen que manejar las preocupaciones de sus hijos, y al mismo tiempo hacer malabares cambios de empleo y otras responsabilidades. Esta sesión apoyará a las familias ofreciéndole destrezas prácticas para manejar y modelar sus emociones en una forma saludable y como ayudar a sus hijos a ser exitosos.

**Presentadores:**

- Robert D. Keder, M.D., Pediatra del Desarrollo y el Comportamiento (Developmental and Behavioral Pediatrics, por sus siglas en Inglés), Profesor Auxiliar, del Departamento de Pediatría, Facultad de Medicina de la Universidad de Connecticut
- Gladys Labas, Directora de Equidad e Idiomas, CSDE

**Registración:** <https://ctserc.net/families0323>

### Self-Care and Social Emotional Learning (SEL) for Parents and Caregivers

**Date:** Tuesday, April 6, 2021

**Time:** 5:30–6:30 p.m.

Managing in-person, hybrid and remote learning during the pandemic has been challenging for students but also for their families. In addition to handling their children's concerns, many parents and caregivers are also juggling multiple priorities including employment changes and other responsibilities. This session will support families by sharing practical skills to manage their emotions, model healthy coping strategies and help their children thrive.

**Presenters:**

- Robert D. Keder, M.D., Developmental and Behavioral Pediatrics; Connecticut Children's Assistant Professor, Pediatrics; UConn School of Medicine
- Irene Parisi, Chief Academic Officer, CSDE

**Register:** <https://ctserc.net/families0406>

### Una conversación virtual para padres y familias de estudiantes de aprendices de inglés

**Taller sera solo en español.** (Session will be presented only in Spanish.)

(A Virtual Conversation for Parents and Families of English Learners)

**Fecha:** Martes, 27 de abril de 2021

**Hora:** 5:30–6:30 p.m.

Esta sesión proporcionará respuestas a preguntas comunes que los padres y las familias tienen sobre el aprendizaje a distancia. También contará con un nuevo documento informativo para los padres y tutores de los estudiantes de inglés sobre las leyes, reglamentos y políticas que afectan los programas y servicios de los estudiantes de inglés. Cuando los padres, las familias y las escuelas trabajan juntos en colaboración, los estudiantes del idioma inglés pueden alcanzar su máximo potencial.

**Presentadora:**

Gladys Labas, Directora de Equidad e Idiomas, CSDE

**Registración:** <https://ctserc.net/families427>



# Monthly Attendance and Weekly Learning Model Data on EdSight



CT.gov Home / Department of Education

- K-12 Education >
- Students >
- Families and Community >
- Special Education >
- Adult Education >
- Teachers & Administrators >

Search Department of Education

by Keyword

## Most Popular

- COVID-19 Resources for Families and Educators >
- State Board of Education >
- EducateCT Newsletter >
- Educator Certification and Preparation >
- Connecticut School Choice >
- School Discipline >
- Superintendent's Digest >



**Interactive Data Portal**  
Data, statistics, and reports about schools, districts, and the state

**Connecticut Learning Hub**  
Tools and Resources for CT families, students and educators to support online and offline learning.



### CSDE Calendar

| S  | M  | T  | W  | T  | F  | S  |
|----|----|----|----|----|----|----|
| 31 | 1  | 2  | 3  | 4  | 5  | 6  |
| 7  | 8  | 9  | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | 1  | 2  | 3  |
| 4  | 5  | 6  | 7  | 8  | 9  | 10 |

**CSDE Calendar**  
Professional development and public meetings.




# Monthly Attendance and Weekly Learning Model Data on EdSight

**Overview**      **Students**      **Educators**      **Instruction**      **Performance**

**\*\*\*NEW\*\*\***

- 2019-20 Discipline Reports: [Suspension Rates](#), [Incidents](#), [Sanctions](#), [Bullying](#)
- [2018-19 College Entrance/2017-18 Persistence](#)
- [New National Student Clearinghouse Reports](#)
- [Nonpublic School Enrollment and Staff Counts](#)
- [2019-20 Course Enrollments by Subject](#)



The [Connecticut Report Card](#) for every district, school, and the state provides trends on metrics including enrollment, absenteeism, suspension/expulsion, expenditures, achievement, accountability, graduation, and college readiness.

**Free Application for Federal Student Aid (FAFSA®)**  
Data Dashboard

→

Supporting Student Participation in 2020-21

Learning Models, Enrollment, and Attendance

←

**Connecticut Education at a Glance**

| OVERVIEW   | STUDENTS   | EDUCATORS  | PERFORMANCE  |
|--|--|--|--|
| <p style="font-size: 1.5em; font-weight: bold;">205</p> <p>Districts</p>                 | <p style="font-size: 1.5em; font-weight: bold;">513,079</p> <p>Total Enrollment</p>        | <p style="font-size: 1.5em; font-weight: bold;">52,005.3</p> <p>Certified Staff FTE</p>  | <p style="font-size: 1.5em; font-weight: bold;">74.2</p> <p>State Accountability Index*</p>        |
| <p style="font-size: 1.5em; font-weight: bold;">1,509</p> <p>Public Schools/Programs</p> | <p style="font-size: 1.5em; font-weight: bold;">12.2%</p> <p>Chronic Absenteeism Rate*</p> | <p style="font-size: 1.5em; font-weight: bold;">9.6%</p> <p>Minority Certified Staff</p> | <p style="font-size: 1.5em; font-weight: bold;">88.5%</p> <p>Four-year Cohort Graduation Rate*</p> |

**Next Generation Accountability Results**

**Profile and Performance Reports**

\*Metric from Next Generation Accountability





# Monthly Attendance and Weekly Learning Model Data on EdSight



INSIGHT INTO EDUCATION

Connecticut State  
Department of Education



## Supporting Student Participation in 2020-21

In the 2020-21 school year, schools across Connecticut are using one of three learning models, i.e., in-person, hybrid, or remote. The school reopen plans also allow parents to opt their students into full remote learning. In its resolution that permits remote learning days to count toward the 177 school day requirement, the State Board of Education affirmed that its authorization for hybrid or remote programming due to unavoidable emergency is contingent upon school districts providing rigorous learning and engagement opportunities that are aligned with State standards and Board expectations. The Board also charged the Connecticut State Department of Education (CSDE) with ensuring fidelity to this expectation by collecting whatever data are necessary and making that information transparent.

The data on this page are intended to provide transparency regarding student attendance and learning models in public school during the 2020-21 school year. Check out the CSDE's [Chronic Absence Page](#) for resources on supporting greater student attendance.

## 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:

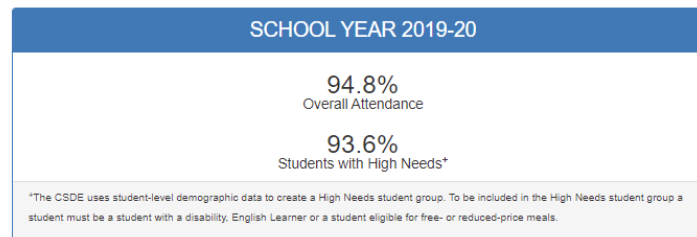
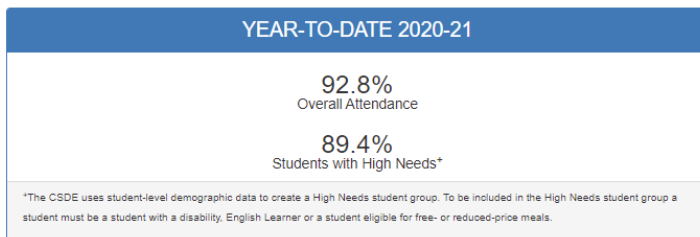
- [Student Attendance in September 2020](#)
- [Student Attendance in October 2020](#)
- [Student Attendance in November 2020](#)
- [Student Attendance in December 2020](#)

Since there is no similar monthly attendance data in prior years, comparisons of year-to-date attendance are made to the 2019-20 attendance rates that were based on data collected for in-person school days through mid-March 2020. The comparison data should be interpreted with caution considering that the results incorporate a new data collection, encompass multiple learning models, and reflect some variation in the implementation of district practices.

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 2019-20 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.

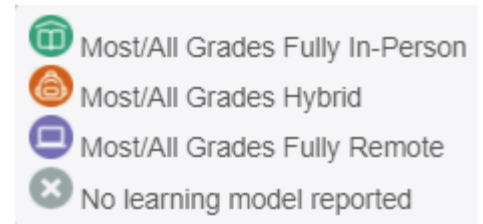
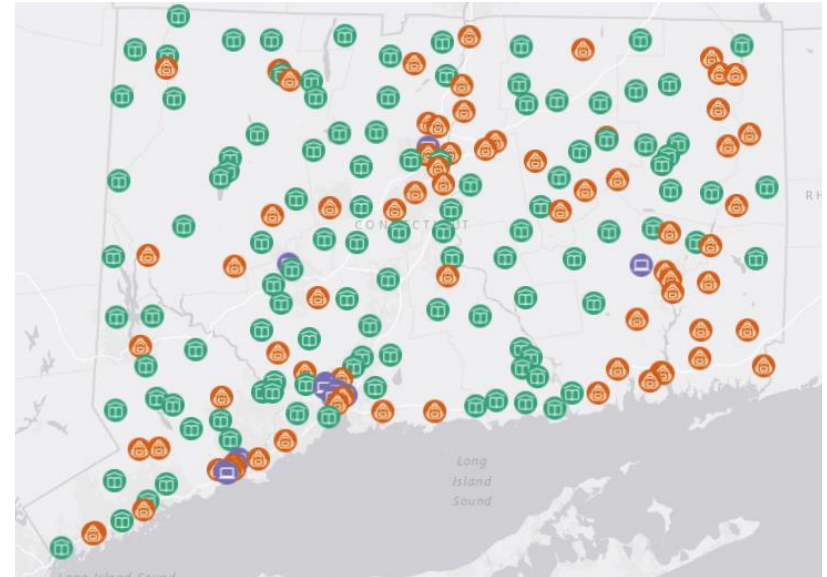
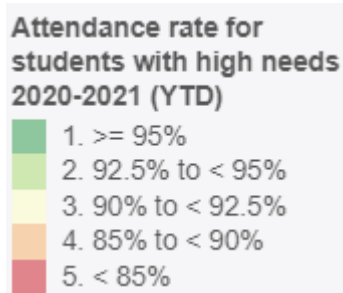
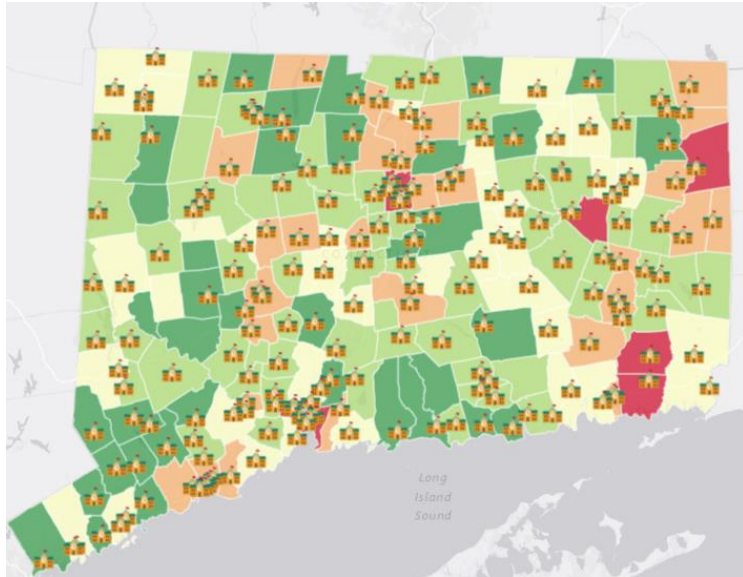
An interactive map and additional data files are also available below.

## Statewide Attendance





# Interactive Data Maps and Data Files



## Data Files

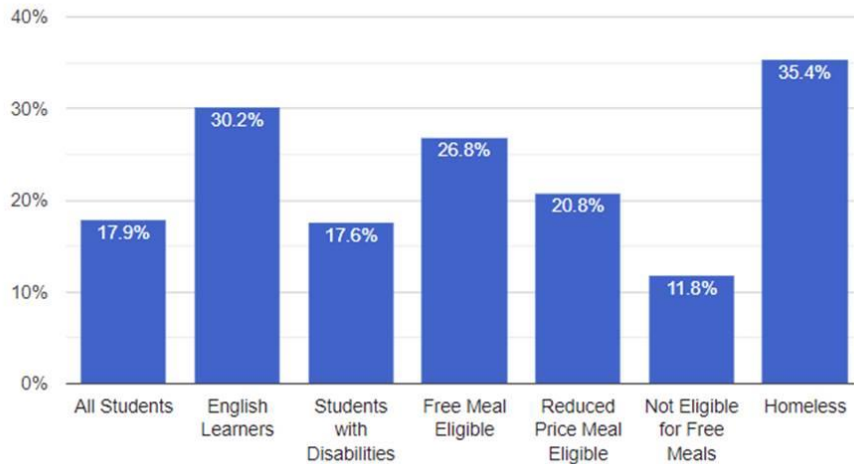
- [Attendance by Student Group and District, 2020-2021 \(.csv\)](#)
- [Attendance by School, 2020-2021 \(.csv\)](#)
- [District Attendance Rates by High Needs category and by grade \(.xlsx\)](#)
- [District Attendance Rates for English learners and students with disabilities by grade band \(.xlsx\)](#)
- [Chronic Absence by District \(.xlsx\)](#)



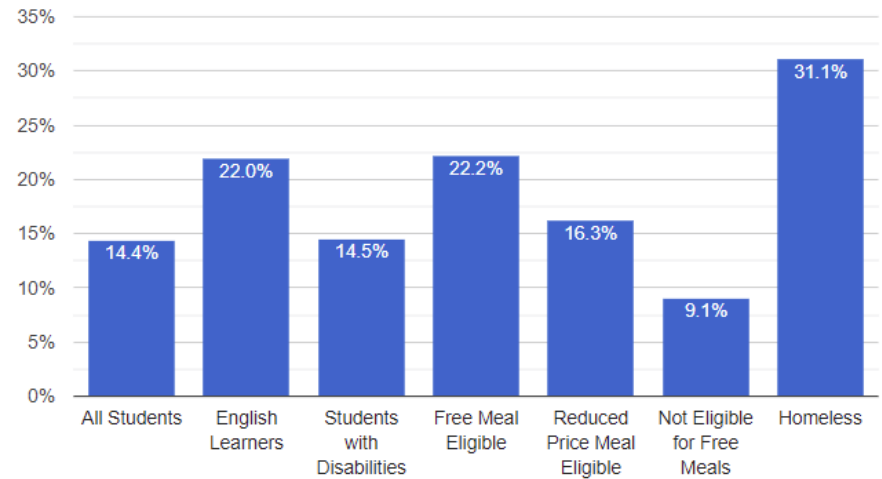
# Percentage of Students Fully Remote by Student Group

*Overall, students with high needs tend to be fully remote at greater rates than their peers.*

Percentage of Students Fully Remote by Student Group (YTD as of Dec. 2020)



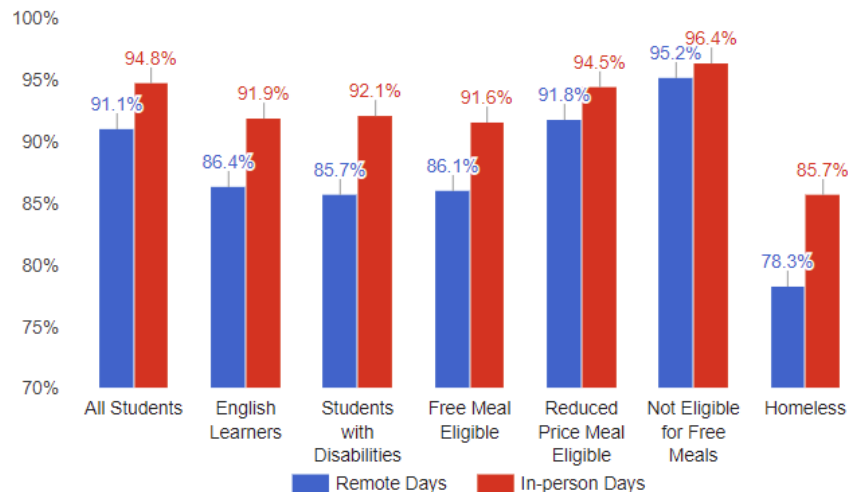
Percentage of Students Fully Remote by Student Group (YTD as of Jan. 2021)



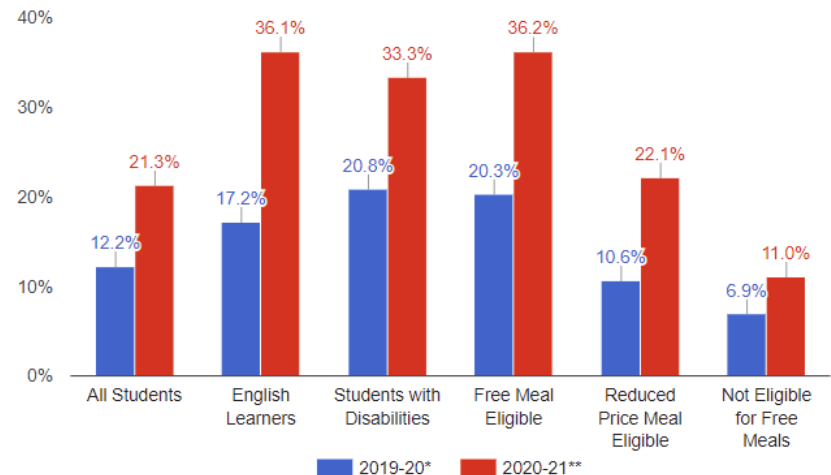
# Attendance and Chronic Absence Snapshot

All student groups exhibit lower attendance rates on remote days than on in-person days, and this pattern is most acute among our students with the highest needs. ([EdSight](#))

Attendance Rate on Remote vs In-Person Days by Student Group (YTD as of Jan. 2021)



Percentage of Students Chronically Absent (YTD as of Jan. 2021 compared to 2019-20)



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





CONNECTICUT STATE DEPARTMENT OF EDUCATION

# Improving Attendance and Engagement for Students with Disabilities in the COVID-19 Era

February 17, 2021

# **Learning Targets**

(What Do We Want To Know Before We Are Done Today?)

**Why is it Important to Assist Students With Disabilities With Issues Related to Attendance and Engagement?**

**What can Districts Do to Assist?**

**What Can Schools Do to Assist?**

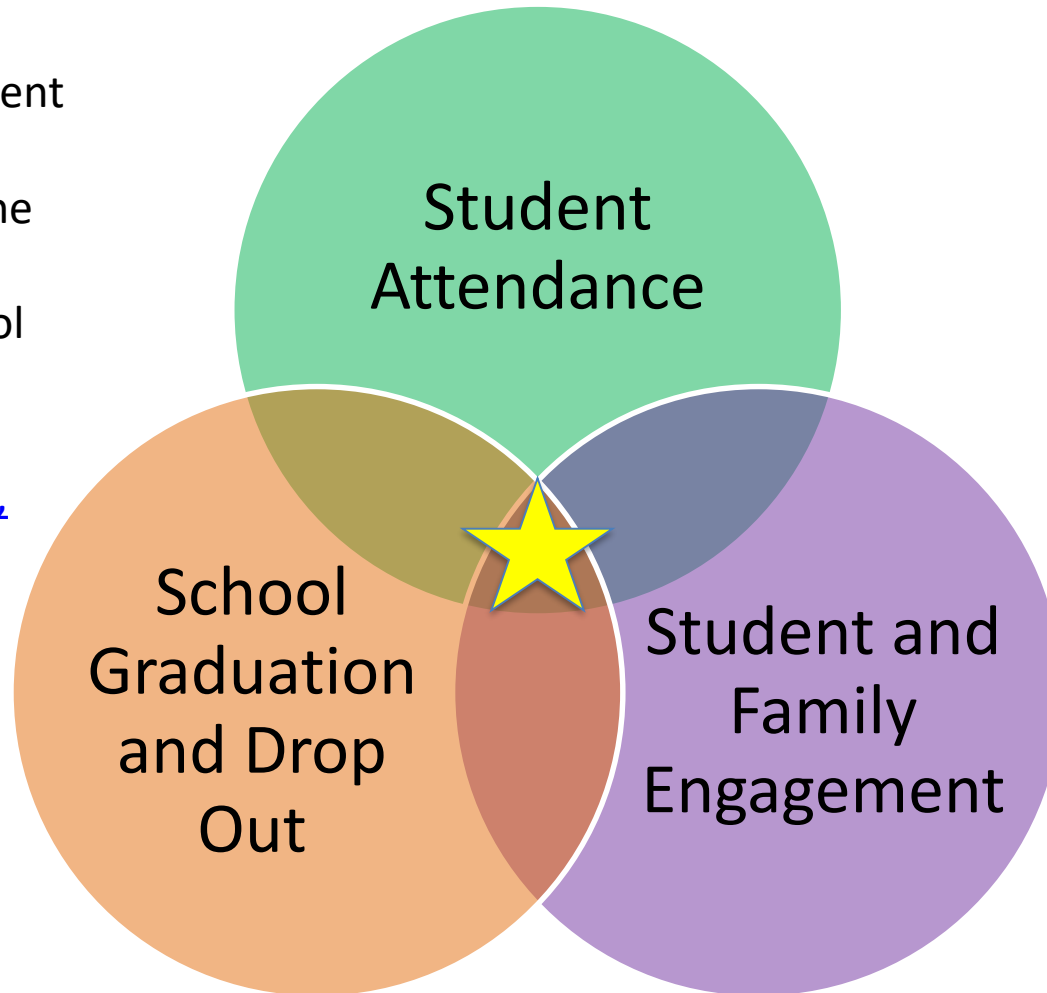
**What Can Be Done to Assist Through Community Engagement?**



# Students with Disabilities

## Three Critical Areas of Overlap

Next to academic performance, student attendance and engagement are the most consistent predictors of school dropout and graduation ([Rumberger & Lim, 2008](#)).



# How Do We Know Where We Are Now That Several Months of the 2020-2021 School Year Has Elapsed?

Gather Data!

From whom?

- stakeholder groups
- including Directors of Special Education

Regarding?

- emergent themes and issues
- related to the educational outcomes for students with disabilities.

**One emergent theme relates to absence.**





# What does the Chronic Absence Data Show for Students with Disabilities?

- 15,341 students with disabilities were chronically absent from school in the 2018-19 school year.
- 19.2 percent of all students with disabilities (2X state average rate of chronic absence for all students)
- According to some statements of stakeholders in the field,
  - remote learning environments has seemed to assist with better engaging some groups of students with disabilities
  - while exacerbating the rate of absences and disengagement for some others students with disabilities



# CT's Students with Disabilities

**They are general education students first!**

CSDE publication [Reducing Chronic Absence in Connecticut's Schools: A Prevention and Intervention Guide for Schools and Districts.](#)

- Menu of options
- Develop an individualized plan of re-engagement
- build on those re-engagement strategies and activities through a team approach and,
- as needed, through the convening of a PPT meeting.



[Acknowledgments](#)

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[Introduction](#)

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[What is chronic absence?](#)

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[Why are students chronically absent?](#)

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[Why is chronic absence an important issue for Connecticut?](#)

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[How do we know if chronic absence is affecting learning in our district?](#)

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[What can a district do to improve attendance?](#)

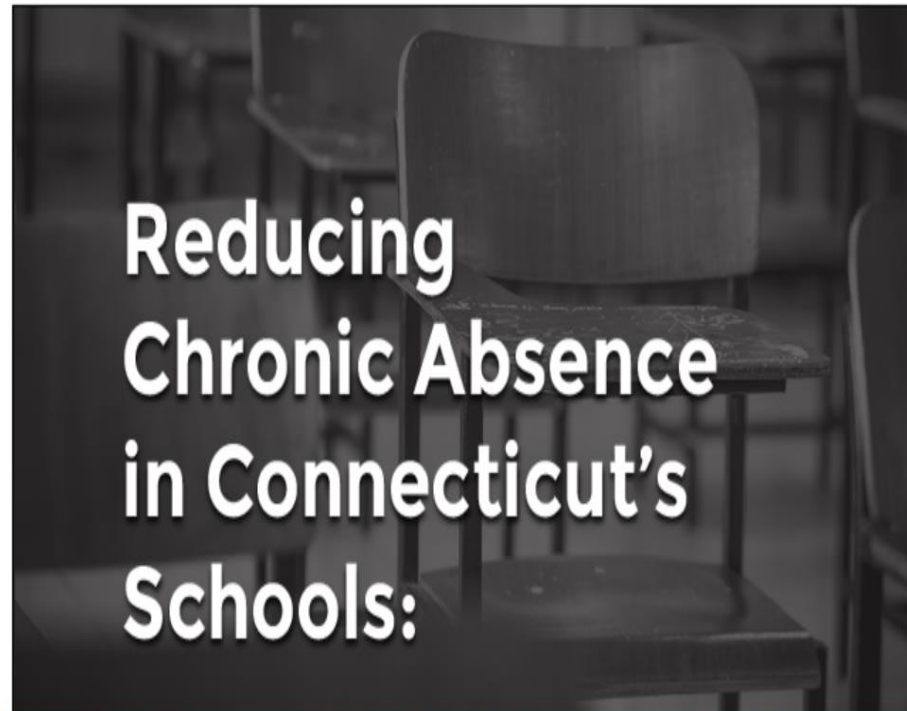
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[What can schools do to improve attendance?](#)

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[Who else can be involved in reducing chronic absence?](#)

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**A Prevention and Intervention Guide  
for Schools and Districts**



# Companion Resources

[Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together](#)

[Addendum 6 Reopening Guidance for Educating Students with Disabilities](#)

[Addendum 14: Supporting Students Attendance and Engagement During Hybrid or Remote Learning](#)

A thorough review of these resources, among others, is strongly recommended, if not already completed.



# What Can Be Done?

The following strategies are just some of many that may be appropriate in engaging absent or unengaged students with disabilities. It is important that all strategies for students with disabilities be utilized within the context of an individualized approach to specific students and their needs.



# What Districts Can Do?

- Develop a Team
- Data Review and Take Action
- Identify Areas with Concentrated Attendance Issues
- Develop Interventions: District strategies must be accessible, address root causes, address the most vulnerable, and be universally designed.
- Evaluate Implemented Strategies
- Disseminate Information
- Consider Health-Related Absences
- Offer Training and Support
- Consider Mentoring
- Connect Social Emotional Learning and School Climate
- Take Care of Staff



# What Schools Can Do?

1. Develop a Team
2. Review Data and Take Action Based on that Data
3. Consider the Reasons for Absences
4. Prioritize Strategy Implementation
5. Attend to Student Stress
6. Progress Monitor Student Attendance
7. Consider Targeted Staff Intervention
8. Develop a Collaborative-education Model
9. Foster Increased Parent Participation Through Technology
10. Attend to School/Family/Community Relationships
11. Promote Social Emotional Learning





# What Can Be Done Through Community Engagement?

Most educational supports are finite and have a reach and benefit that touch within the educational environment as well as some of the home environment. However, a school district's ability to reach students and families beyond what is the typical educational framework is limited without community assistance.



# What Can Be Done Through Community Engagement?

1. Develop an Interagency Community Workgroup: Consider developing an interagency workgroup with members who have the right skills, resources and authority to implement strategies that may be developed through the group. Don't be hesitant to think beyond the norm.
2. Provide Services in School: Consider opportunities to provide services within the school setting as well as partnerships with health clinics to promote both physical and emotional health



# What Can Be Done Through Community Engagement?

3. Coordinate School/Community Services: Utilize district-level health personnel, including the district medical advisor, to maximize access to community health providers. Such personnel can be key to leading the coordination of services with community providers to foster better access in school or at locations that are convenient to families.



# Resources and Source Documents

- Connecticut State Department of Education Evidence-Based Practice Guide Supporting Local Education Agencies' (LEA) Use of ESSA Title Funds ([https://portal.ct.gov/-/media/SDE/ESSA-Evidence-Guides/ESSA\\_EvidenceBasedGuide\\_ClimateandCulture.pdf?la=en](https://portal.ct.gov/-/media/SDE/ESSA-Evidence-Guides/ESSA_EvidenceBasedGuide_ClimateandCulture.pdf?la=en))
- Attendance Works – A Guide to Using, “Attendance Playbook: Smart Strategies for Reducing Chronic Absenteeism in the COVID Era” (<https://www.attendanceworks.org/resources/attendance-playbook/> )
- Attendance Playbook: Smart Strategies for Reducing Chronic Absenteeism in the COVID Era (<https://www.future-ed.org/attendance-playbook/>)
- Addendum 6. [Reopen Guidance for Educating Students with Disabilities](#)
- Addendum 14: [Supporting Student Attendance and Engagement during Hybrid or Remote Learning](#)



# Resources and Source Documents

- CSDE Memorandum - Improving Attendance by Addressing School Health Assessments and Immunizations <https://portal.ct.gov/-/media/SDE/Digest/2017-18/Memo-on-Improving-Attendance.pdf?la=en>
- CSDE Reducing Chronic Absence Among Students with Disabilities in Connecticut (Not yet released. Watch for its release on <https://portal.ct.gov/sde>)
- Watch for an announcement in The Bureau Bulletin ([www.ctspecialnews.org](http://www.ctspecialnews.org)) regarding a web-module/webinar related to improving attendance and engagement for students with disabilities in the COVID-19 era.



# Meet the Team

**Jay Brown** Education  
Consultant  
Special Education, CSDE

**Kari Sullivan Custer**, Education  
Consultant  
Attendance & Engagement,  
CSDE

**Megan Alubicki Flick**,  
Education Consultant  
English Learners, CSDE

**Lauren D. Johns**, Project  
Specialist  
SERC

**Michael Kent**, Education  
Consultant  
Turnaround Office, CSDE

**Dr. Gladys Labas**, Director  
Language and Equity, CSDE

**LeTanya Lawrence**,  
Education Consultant  
SERC

**Amanda Pickett**, Education  
Consultant  
School Climate, CSDE



# PARTICIPANT INPUT





# Upcoming Attendance & Engagement Meetings

## Next Talk Tuesday

Tuesday, **March 9**, 2021

10 to 11 a.m.

Microsoft Teams

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](mailto:Kari.Sullivan@ct.gov).

## Community of Practice

### Save the Dates (CoP)

Wednesday, March 17, 2021

Wednesday, May 5, 2021

10 to 11:30 a.m.

**Register Early!**



# Keep in touch!



**Kari  
Sullivan Custer**

[Kari.Sullivan@ct.gov](mailto:Kari.Sullivan@ct.gov)

860-807-2041

Connect with CSDE for more information  
on student attendance and engagement:



[Facebook.com/ctdepartmentofeducation](https://www.facebook.com/ctdepartmentofeducation)



<http://www.ct.gov/sde>



[@EducateCT](https://twitter.com/EducateCT)

