CSDE

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Talk Tuesdays
Student Attendance, Engagement, and Support Series
June 29, 2021

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

Developed by the CSDE in collaboration with SERC

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Notice: This meeting is being recorded.

Agenda
June 29, 2021

1. **Welcome**, Kari Sullivan Custer, Attendance & Engagement Consultant, CSDE

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

3. **Chronic Absence Patterns and Prediction During Covid-19:**
    Insights from Connecticut, David Alexandro, Ph.D., co-author, and Education Consultant, Performance Office, CSDE

4. **Updates & Questions - LEAP**

5. **Upcoming Attendance & Engagement Meetings**

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CONNECTICUT STATE DEPARTMENT OF EDUCATION

What's New!
CSDE & Partners

What's New at CSDE

June 24, 2021
- [Let Families Know: Hundreds of Affordable Summer Enrichment Programs Available Across CT](#)
  - [English TV video](#), [English social media video](#)
  - [Spanish TV video](#), [Spanish social media video](#)
  - [Low-Cost Summer Camps](#)
  - [Programas De Verano A Bajo Costo](#)
- [Update: Reimagining Schools July Webinar Series](#)

June 21, 2021
- [Reminder: 2022 Anne Marie Murphy Paraeducator of the Year Award Application](#) due June 30, 2021

June 17, 2021
- [Monitoring ARP ESSER Evidenced Based Interventions](#)
- [Reminder - Future of Tech Commission Town Hall: A Public Discussion on Advancing Innovations in Education](#)
- [State Student Advisory Council on Education Presentations](#)

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

Chronic Absence Patterns and Prediction During Covid-19: Insights from Connecticut

Presented by

David Alexandro, Ph.D.

Agenda

- ❖ Background and Context
- ❖ CT's Attendance & Absenteeism Data Response to COVID-19
- ❖ Analysis and Findings
- ❖ How CDSE Will Leverage These Findings

Chronic Absence Patterns and Prediction During Covid-19: Insights from Connecticut - Attendance Works

Partnering with a State – The Connecticut Example

❖ In partnership with Attendance Works, CSDE began address the problem of chronic absence in Connecticut starting in 2012.

❖ Connecticut's chronic absence rates dropped from June 2013 to June 2019 *with +/- 5,000 fewer students chronically absent in each school year and an increase in graduation rates each year.*

❖ By 2017-18, Connecticut had moved to the 3rd lowest level of chronic absence of any state in the U.S. *compared to 29th lowest level in 2013-14.*

Chronic early absence:
What states can do

Connecticut plays a crucial role in helping its districts reduce chronic absence – beginning with younger learners.

By Hedy N. Chang, Charlene M. Russell-Tucker, and Kari Sullivan

See this *Kappan* magazine article for more:

https://www.attendanceworks.org/wp-content/uploads/2017/08/22pdk_98_2-Kappan-Chronic-Absence-2016.pdf

CSDE's Initial Attendance Response to COVID-19

✓ Maintained a standard definition of attendance (i.e., showing up to school for half of a day)

✓ Published state guidance on hybrid and remote learning which included the state's definition of attendance.

✓ Collected attendance data monthly versus at the end of the year with data reported separately for in-person and remote learning.

✓ Released monthly data reports comparing current and prior year attendance and chronic absence.

✓ Reviewed district data submissions on an ongoing basis and offered districts opportunities to submit corrected data.

✓ Created recurring virtual learning communities to support reviewing data and learning about best practices for implementing a multi-tiered approach to improving attendance.

✓ Established a state team to review the data, research best practices and coordinate the work across departments.

1. Patterns of Chronic Absence by Learning Model.

● What did rates of chronic absence look like across three learning modes (i.e., in-person, remote, hybrid)?
● What did chronic absence look like for key student groups and across grade levels?

2. The Predictive Value of Chronic Absence.

● How well did chronic absence function as an early warning indicator for absences later in the school year?
● Did chronic absence in fall 2020 predict chronic absence in winter 2021?
● Did different racial and ethnic groups face different probabilities of being chronically absent?

Attendance Works © CSDE

Learning Models

Learning Model	Membership Days in Person
Predominantly in-person	greater than 75%
Hybrid	25% to 75%
Predominantly remote	0% to less than 25%

This analysis focused on two periods: fall (September 2020 to November 2020) and winter (January 2021 to March 2021).

Sample Demographic Characteristics

- 477,000 students

- 13% in-person, 48% hybrid , 38% remote

- 50% white, 28% Hispanic or Latino, 13% Black or African American, and 9% for all other racial and ethnic groups (American Indian or Alaska Native, Asian, Native Hawaiian, other Pacific Islander or two or more Races)

- 16% were students with disabilities, 8% were English learners and 43% qualified for free or reduced-price meals.

Finding 1. *Chronic absence was most prevalent among predominantly remote students and least prevalent among in-person students, with rates for hybrid students falling in between.*

Finding 2. *Chronic absence rates declined between September-November and January-March across all three learning modes.*

Finding 3. *The gap in chronic absence rates between in-person and hybrid students was less pronounced for high school students relative to elementary or middle school students.*
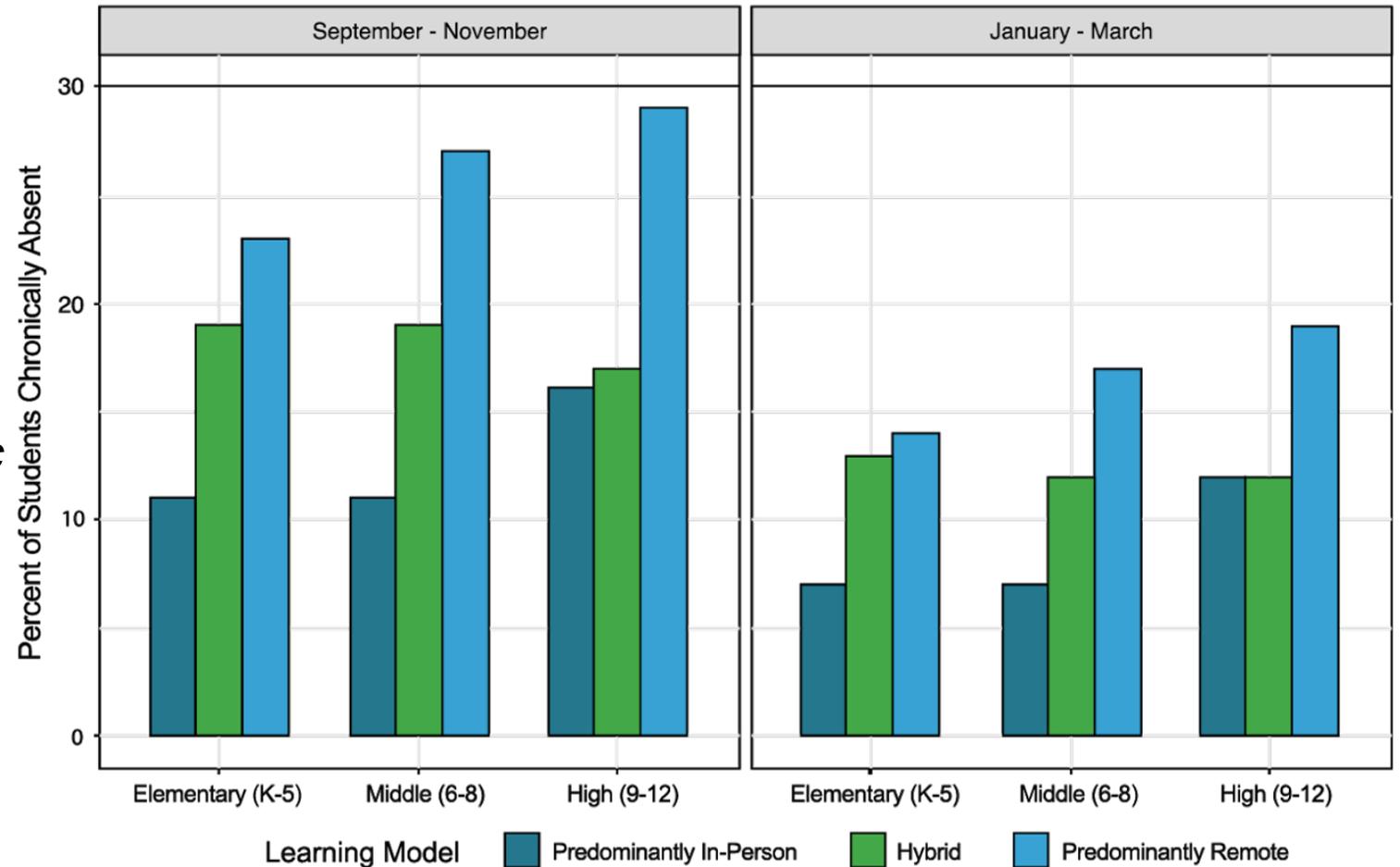
Finding 4. *Chronic absence rates were higher for students who were receiving free or reduced-price lunch, Black or Hispanic, English learners, identified as having a disability and male. These gaps persisted between Fall and Winter.*
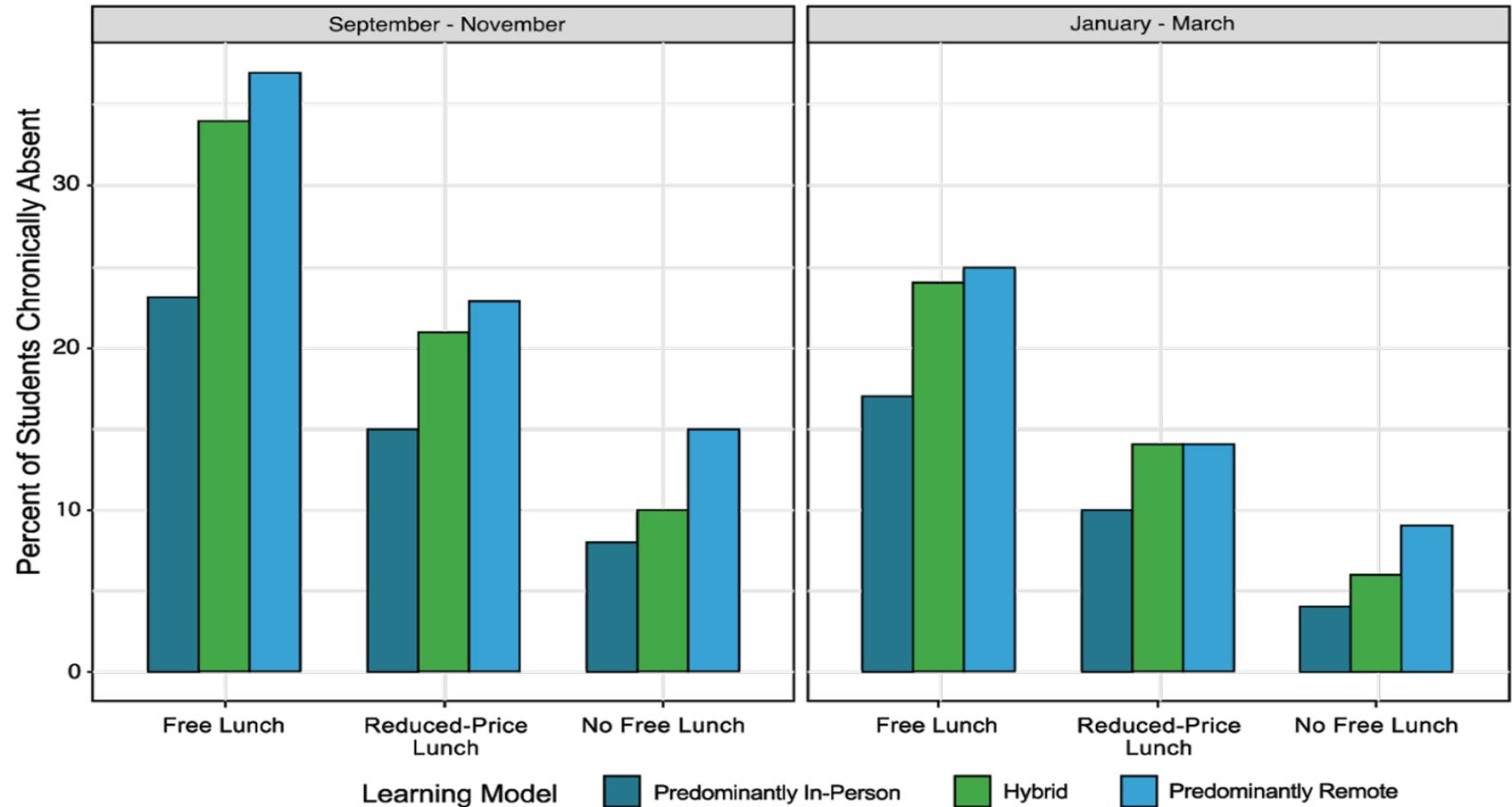
Finding 5. *The patterns and grades most affected by absenteeism differed by learning model.*
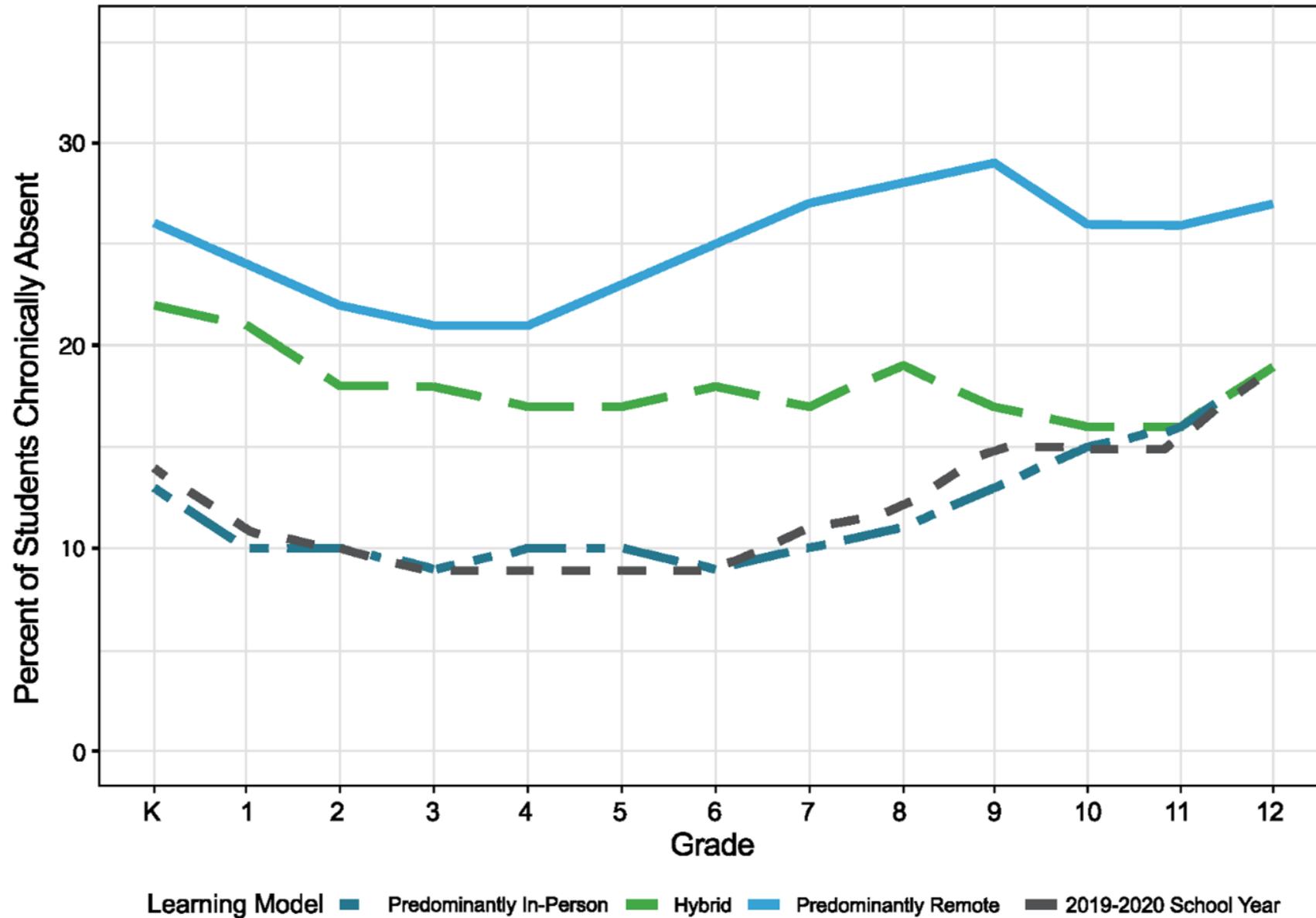
Finding 6. *Patterns of chronic absence by learning mode and grade were not the same across racial and ethnic groups.*
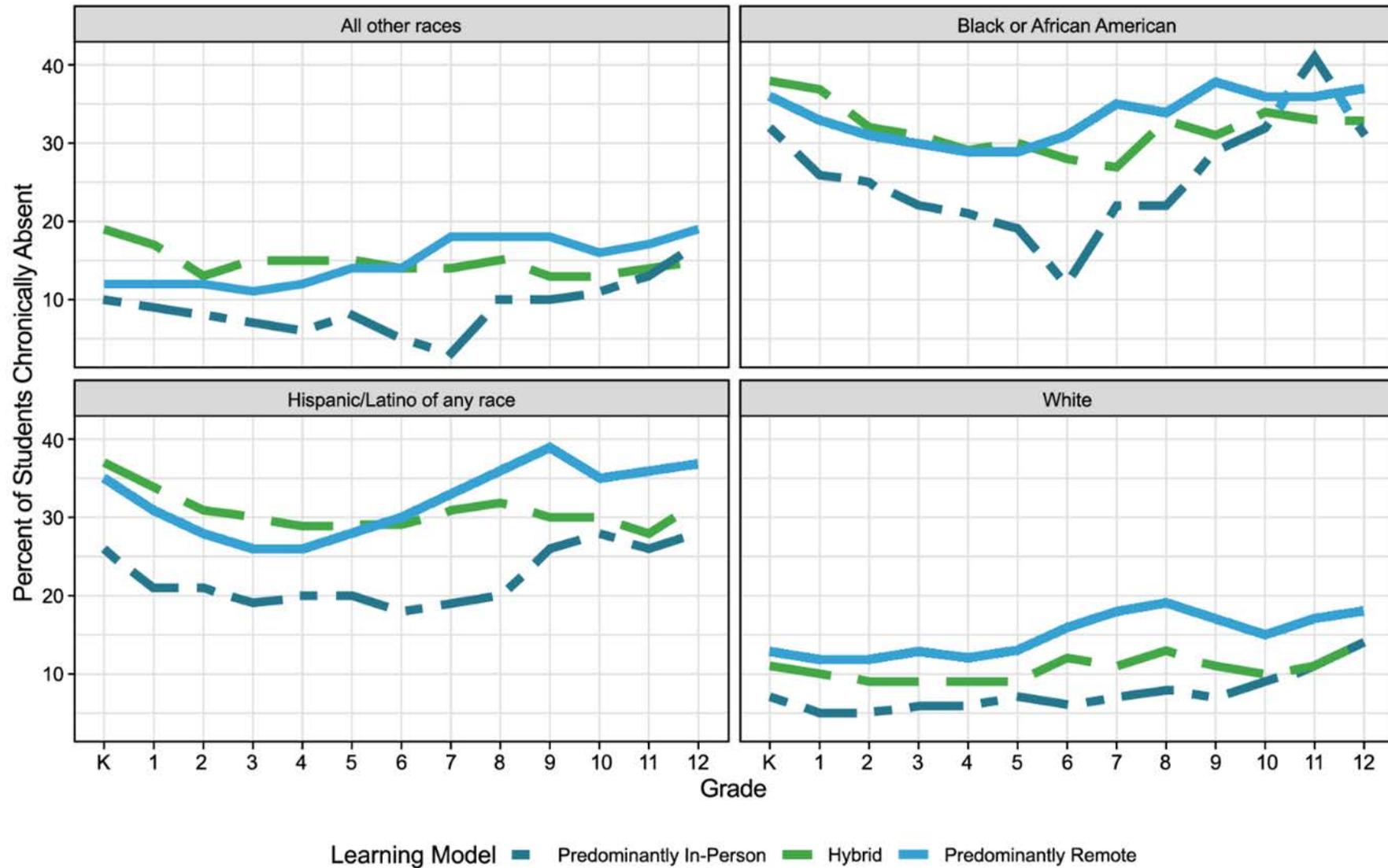
Finding 7. *Students were predicted to have a higher chance of winter chronic absence if, in the fall, they were chronically absent, compared to peers with satisfactory attendance (i.e., missed less than 5% of total school days).*

- When examined across learning models, the odds of being chronically absent in the winter were about **17 times higher** for students who were chronically absent in fall compared to those with satisfactory attendance.

- For in person students, the odds of being chronically absent in winter were **6.5 times higher** for students who were chronically absent in fall versus those with satisfactory attendance.

- For hybrid students, the odds were **16 times higher,** while for remote students, the odds were **23 times higher.**

How CSDE Will Leverage These Findings

- Inform decisions about which student groups need **additional outreach and support.**
- Support implementation of Governor's LEAP Learner Engagement and Attendance Program (LEAP) serving 15 districts
- Share data with all districts through virtual peer learning forums
- Bring data to attention of sister agencies to discuss implications for collaboration.

Learner Engagement and Attendance Program
LEAP PROGRAM DESIGN

LEAP is a collaborative partnership of the RESC Alliance, LEAP school districts, and CT State Department of Education. Professional support and expertise provided by Attendance Works and Parent Teacher Home Visits

What is LEAP?

1. LEAP is a contracted partnership between CSDE and the RESC Alliance to support districts in the reenagement of students and families. Funding is provided by the Governor's Emergency Education Relief (GEER) Fund - $10 million

2. Individual RESCs are working with LEAP districts in their region to conduct a self-assessment, engage community providers, agree upon a plan to engage families through positive, relational home or community visits and connect them to summer programs and supports needed to ensure a successful re-entry to school in the fall.

3. Local district LEAP plans should build on home visiting that is *already happening* in the district and expand to support data-informed populations of students, e.g., homeless, students with disabilities, grade level.

4. Components of LEAP include: 1) home visitor training and supports, 2)attendance awareness campaign, 3) contracted support from Attendance Works and 4) performance management system.

Where is LEAP?

RESC Alliance

1. ACES
2. CES
3. CREC
4. EASTCONN
5. EdAdvance
6. LEARN

1. Bridgeport Public Schools
2. CREC Magnet Schools
3. Danbury Public Schools
4. East Hartford Public Schools
5. Hartford Public Schools
6. Manchester Public Schools
7. Meriden Public Schools
8. Consolidated School District of New Britain
9. New Haven Public Schools
10. New London Public Schools
11. Norwich Public Schools
12. Stamford Public Schools
13. Torrington Public Schools
14. Waterbury Public Schools
15. Windham Public Schools

Why LEAP Home Visits Are Needed?

- ***Urgent need*** for capacity to reach out personally to the large number of students who were chronically absent in the past school year and who are disengaged from school due to Covid-19

- ***Expand people power*** beyond teachers who may not currently have bandwidth, at this time, to engage in outreach given other responsibilities on their plate.

- ***Leverage assets of community-based organizations*** who successfully connect to families

- ***Need common approach*** to conducting assessment of assets and challenges and analyzing collective results

What do we mean by LEAP Home Visits?

LEAP home visits are voluntary, scheduled opportunities for a school district member or partner to go, in pairs, to the home of a student with prior chronic absence (or other location) to meet with a parent or guardian for the purpose of strengthening the school-family relationship in a positive and relational manner.

The conversation is focused on families' strengths and capabilities, as well as their aspirations for their child. The visitors are there to learn from families, not to enforce attendance policies or sanctions.

Ideally, families receive multiple home visits that support building relationships over time.

What is the difference between LEAP Home Visits and Parent Teacher Home Visit?

Who: PTHV always includes teachers of the student while LEAP home visits may be carried out by community partners not necessarily teachers and if teachers are involved, they may not be the teacher of the child . Both models involve conducting the home visit in pairs.

When: LEAP Home Visits are occurring on a more defined time schedule, ideally starting a early as possible in the summer.

What: LEAP Home Visits start with a discussion about the experience during the prior year and summer learning vs. hopes and dreams for the next school year

Students: PTHV are universal for all students whereas LEAP home visits target students who are chronically absent.

Who would receive LEAP home visits?

For this summer, districts will use their data to identify and prioritize home visits for students that experienced chronic absence and/or did not attend school last year, particularly those in transitional grades.

Over time, the goal is to have a more universal approach and to focus on the schools with the highest levels of chronic absence where there is sufficient administrator and teacher buy-in.

Home Visit Training Sessions

Training for Visit #1 – June 29, 2021, 3 to 5 p.m.
To register: LEAP Home Visitor Interest (google.com)

Training for Visit #2 – July – date to be determined

LEAP Home Visit Series

Leap Home Visit #1

(July)

Goals:

- Build relationship

- Connect to summer resources

Follow Up Call (July)

Goals:

- Check in on participation in summer programming

- Offer support.

Leap Home Visit #2 (August)

Goals:

-Connect student to teacher and school.

-Find out aspirations for school year

-Provide helpful attendance and school resources

Leap Home Visit #3 (Oct or Nov)

Goal:

-Check in on well-being, especially for students who continue to be chronically absent in the new school year.

Questions about LEAP Implementation?

Upcoming Attendance & Engagement Meetings

Next Talk Tuesday

Tuesday, **July 13,** 2021
10 to 11 a.m.

Attendance Works research brief: *Chronic Absence and Prediction During COVID-19:* ***Insights from Connecticut***

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.

Talk Tuesday will be held on ZOOM with our partners at SERC – watch for a new meeting link starting July 13th!

Community of Practice

District Attendance Leads

Thursday**, July 29th**, 2021
10 to 11:30 a.m.

Thursday, **July 29th**, 2021
10 to 11:30 a.m.

Registration coming soon!

Save the dates!

Thursday, **August 19**, 2021, 10 to 11:30 a.m.

Keep in touch!

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

 Facebook.com/ctdepartmentofeducation

 http://www.ct.gov/sde

 @EducateCT