CSDE

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Talk Tuesdays
Student Attendance, Engagement, and Support Series

November 30, 2021

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

Developed by the CSDE in collaboration with SERC

SERC
STATE EDUCATION RESOURCE CENTER
EQUITY | EXCELLENCE | EDUCATION

Notice: This meeting is being recorded.

Introductions

Please share in chat:

- name, position, district

- something that you do to relax and/or find calm during these challenging times.

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. *Improving Attendance & Engagement for Students with Disabilities*

    Jay Brown, Education Consultant, Bureau of Special Education, CSDE

4. Upcoming Attendance & Engagement Meetings

Notice: This meeting is being recorded.

WHAT'S NEW AT CSDE AND PARTNERS

What's New at CSDE

November 18, 2021
- [Fund for Teachers](#)
- [2021 Performance Matters Forum – December 8 – Registration Open](#)
- [On behalf of CHEFA: myCHESLA Student Loan](#)

November 15, 2021
- [Educator Diversity Dashboard in EdSight Secure - virtual overview](#)
- [Deadline to Complete Professional Development and Evaluation Committee (PDEC) Survey Extended to December 10](#)
- [Allowable Uses of ESSER/GEER funds for Student Transportation FAQs](#)

November 8, 2021
- **[2021 Performance Matters Forum – December 8 – Registration Open](#)**

November 4, 2021
- [Screen and Stay (Press Release)](#) - [DPH/CSDE Screen and Stay Guidance](#) - [Screen and Stay Supplementary PowerPoint slides](#)
- [Remote Learning FAQ](#)

Connecticut's VOICE 4 CHANGE Challenge:

★ How would YOU spend $20,000? ★

Voice4Change will **allow** you to suggest how $20,000 of the ARP ESSER state set-aside be spent in your school. Connecticut high schools representing more than 55,000 students are participating, meaning **students will decide how more than $1.5 million of ARP ESSER funding will impact their schools.**

WHAT'S THE PROCESS?

- **Attend CSDE webinars** to brainstorm and learn how to craft a proposal.
- **Submit your application** to CSDE—feel free to work with friends—by January 9, 2022 at 11:59 p.m.
- CSDE makes sure your proposal is allowed under ARP ESSER rules.
- Allowed proposals are put on a ballot in your school.
- **Campaign for your proposal.**
- On March 11, 2022—one year after the historic American Rescue Plan was passed—**high schoolers across Connecticut will vote for the initiative they want to see come to life in their school.**
- Students, school administrators, and CSDE **work together to implement the winning proposal.**

This is your chance **to use your Voice4Change to impact and change your school community.** CSDE and your school district officials stand ready to support you!

READY TO GET GOING?

A preview of the application can be found here: **https://ct.gov/voice4change**

STILL HAVE QUESTIONS?

Send them to **SDE.ARPESSER@ct.gov**, and we'll be sure to get back to you.

Scan the QR code to be taken to CSDE's Voice4Change webpage, where you can register for a webinar, read the funding guidance, preview the application, and more!

BE SURE TO FOLLOW OUR SOCIAL MEDIA FOR THE LATEST VOICE4CHANGE UPDATES!

Connecticut State Department of Education 🐦 @EducateCT 📷 @Educate.CT

VOICE 4 CHANGE

Voice4Change Timeline Flyer (ct.gov)

CONNECTICUT STATE DEPARTMENT OF EDUCATION

PERFORMANCE MATTERS FORUM
December 8, 2021

The 2021 Performance Matters Forum is a **half-day, in-person conference** that will be held on December 8, 2021 at the Connecticut Convention Center in Hartford.

The same sessions will be offered in the morning and afternoon. Attendees should register for either the AM Conference **or** the PM Conference.

Every session at this year's conference will feature "curated roundtable discussions" on a wide range of topics such as assessment, college and career readiness, student engagement, social emotional learning and supports, special education, and English learners.

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Special thanks to Cambium Assessment, Inc. for their support of this year's forum.

Wednesday, December 8, 2021
Connecticut Convention Center

AM Conference (Register here)
Check-in and Continental Breakfast: 8:00-8:30 a.m.
Conference Sessions From: 8:30-11:45 a.m.

PM Conference (Register here)

Check-in and Snacks: 12:00-12:30 p.m.
Conference Sessions: 12:30-3:45 p.m.

Convention Center garage parking will be validated. Also, please take note of the **Convention Center's COVID-19 protocols**. Masks are required.

Conference materials are available using the QR code:

2021_PerformanceMattersSessionPlanning.pdf (ct.gov)

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Track Data Early and Often…

Now on EdSight

2020-21 Chronic Absence Rates
- State
- District
- School
- Student groups (Els, SWDs, Grade, F/R Meals)

September 2021 Attendance Data
- Attendance by Student Group and District, 2021-2022 (.csv)
- Attendance by School, 2021-2022 (.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)
- District Chronic Absence and Attendance Rates for students wth disabilities by primary disability (.xlsx)

COMING SOON

October 2021

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Improving Attendance & Engagement for Students with Disabilities

Jay Brown – BSE

Fall 2021

Learning Targets

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

What do we know about students with disabilities and educational environment options that are not an in-person model?

How are the Chronic Absence Rates for students with disabilities so far this year?

How do we address recovery efforts in order to include attendance and engagement for students with disabilities? (one example)

What are some resources for improving attendance and engagement of students with disabilities?

Improving Attendance & Engagement for Students with Disabilities

What do we know?

CSDE: 2020-2021 Assessment
Data Shows the Positive Effects of In-Person Learning Over Hybrid and Remote Models

In all grades and across most student groups, those who learned in-person (more than 75% of days in-person) during the 2020-21 school year lost the least ground academically.

Improving Attendance & Engagement
for Students with Disabilities

<u>What do we know</u>?

Those who learned in *hybrid* (between 25% and 75% of days in-person) or *remote* (less than 25% of days in-person) models showed substantially weaker achievement and growth during the pandemic.

Students across the board, including those disproportionately impacted by the pandemic, are most engaged and learn best when they are in-person with their educators and friends.

Improving Attendance & Engagement
for Students with Disabilities

<u>What do we know</u>?

Among students with high needs (i.e., those who are English learners, **students with disabilities**, and/or those from economically challenged families) 2020-2021 attendance rates were substantially lower than they were in 2019- 20.

[MonthlyAttendanceJune2021Report.pdf (ct.gov)](MonthlyAttendanceJune2021Report.pdf)

CONNECTICUT STATE DEPARTMENT OF EDUCATION

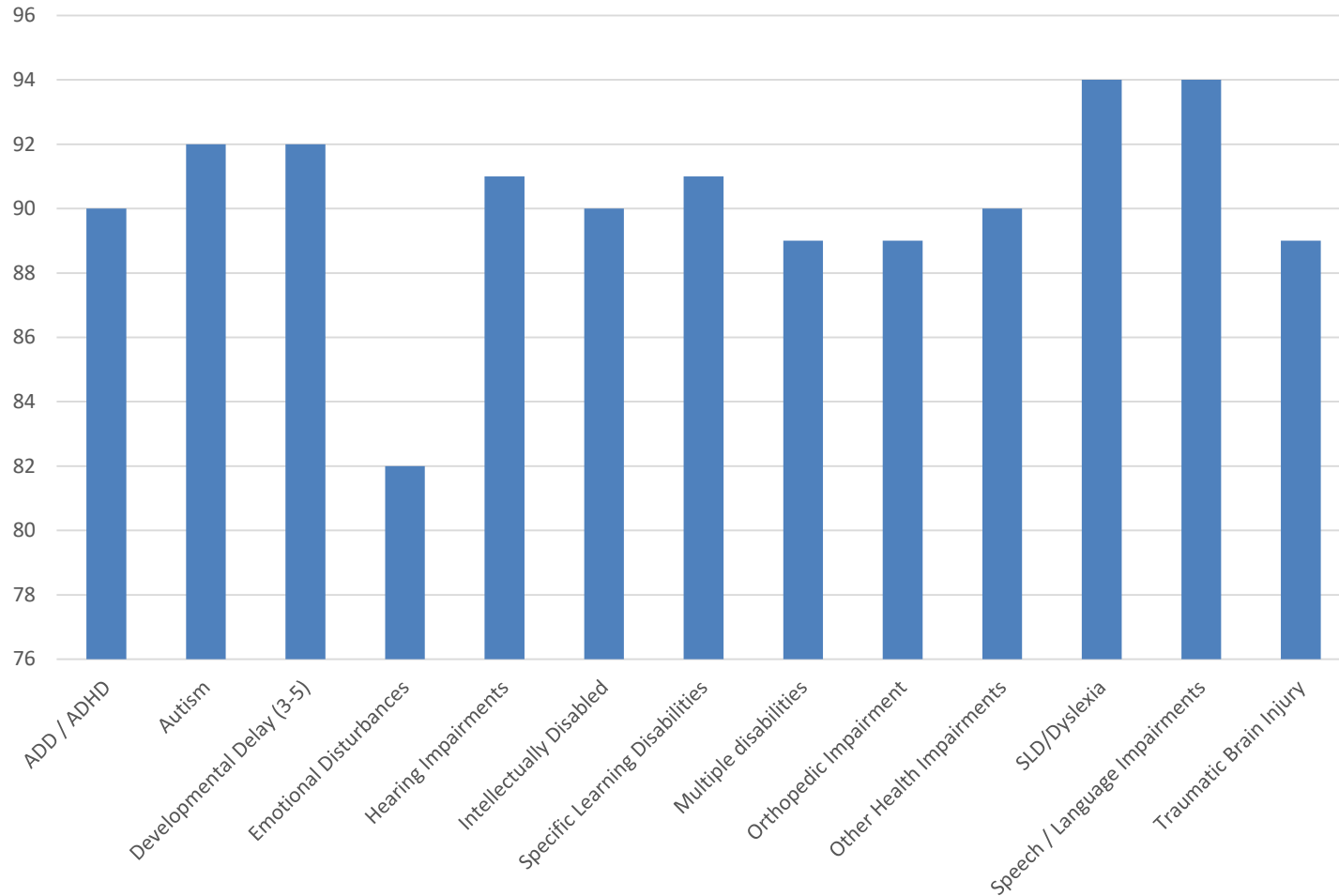# Improving Attendance & Engagement for Students with Disabilities

<u>What do we know</u>?

In October 2020 through June 2021 combined: When high percentages of vulnerable groups of students (which includes student with disabilities) are fully remote the **chronic absenteeism rate** for these student groups is substantially higher than the state average. Specifically, while the state average chronic absenteeism rate is 20.7 percent, 32.5 percent of students with disabilities were chronically absent.

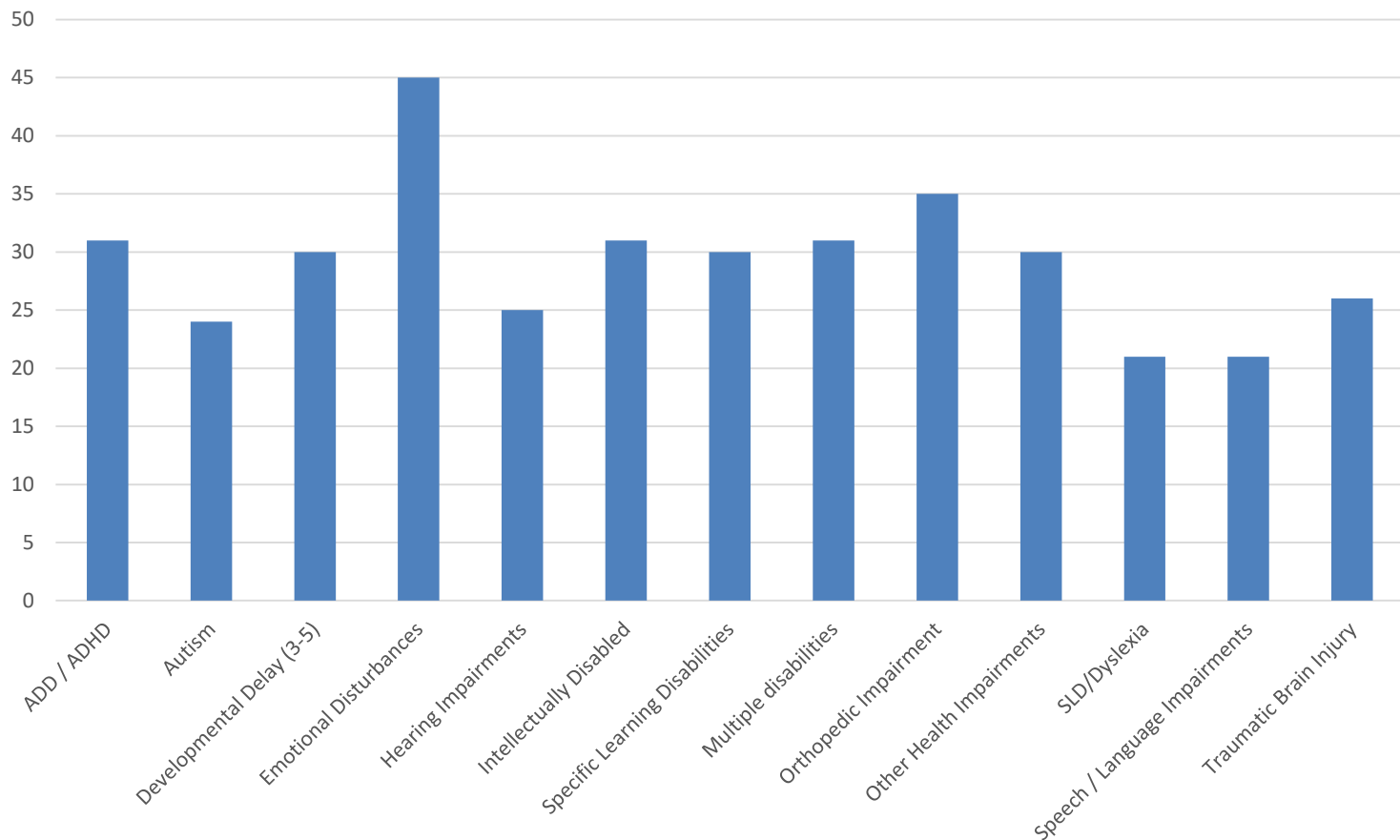MonthlyAttendanceJune2021Report.pdf (ct.gov)

CT Daily Attendance Rates (%) by Disability
September 2021

CT Student-Level Chronic Absence Rates (%) by Disability
September 2021

Improving Attendance & Engagement
for Students with Disabilities

<u>What have we learned</u>?

We must consider BOTH daily attendance AND chronic absence rates when we review data.

ALL disability categories show at least 20% of the students experiencing chronic absence (1 in 5)

MOST disability categories show at least 30% of the students experiencing chronic absence (1 in 3)

45% of students with emotional disturbance are experiencing chronic absence! (1 in 2!!)

Improving Attendance & Engagement
for Students with Disabilities

RED FLAGS

What can we do?

Improving Attendance & Engagement for Students with Disabilities

<u>Recovery Efforts</u>

What is special education recovery?

Special education recovery is special education and related services provided to a student *to remediate lack of expected progress and/or regression of skills as a result of delayed, interrupted, suspended, or inaccessible IEP services caused by the pandemic*.

SpecialEducationRecovery.pdf

Improving Attendance & Engagement
for Students with Disabilities

Recovery Efforts

Special education recovery is not intended as a minute-for-minute replacement for disrupted instructional time, but rather aims to make time-limited adjustments to the student's IEP to address lack of expected progress, mastery of essential skills, and prevention of further regression.

SpecialEducationRecovery.pdf

Improving Attendance & Engagement
for Students with Disabilities

Recovery Efforts

Special education recovery is distinct and separate from compensatory education, which is an equitable remedy to address situations where a school district has failed to provide a free and appropriate public education (FAPE).

SpecialEducationRecovery.pdf

Improving Attendance & Engagement
for Students with Disabilities

Did you ever find yourself wondering:

How can I think about Recovery when I'm in survival mode?

It's OK… deep breath… just start in one place and build from there

Improving Attendance & Engagement for Students with Disabilities

What might we do about recovery?
Given the complexities involved, it is important that school districts use a data-driven, individualized, and collaborative process when determining if a student requires special education recovery.

But you can't have robust recovery unless you can get the students engaged!

Improving Attendance & Engagement
for Students with Disabilities

Here's ONE idea!

<u>What might we do about recovery?</u>

Take the Step! Consider holding a PPT to review the student's profile <u>before school buildings closed in the Spring of 2020 as compared to now</u>.

Ask the team:
- What <u>were</u> the student's levels of *performance*?
- What <u>was</u> the student's rate of *learning/progress*?
- What <u>was</u> the student's rate of *attendance*?

Then...

PAST PERFORMANCE

CSDE

Improving Attendance & Engagement for Students with Disabilities

What might we do about recovery?

Ask the team:

• What are the student's present levels of *performance*?

• What is the student's present rate of *learning/progress*? Has the student's rate of learning/progress *declined* since prior to the school closure? How do we know?

• ***What is the student's present rate of attendance? Has the student's rate of attendance declined since prior to the school closure? How do we know?***

• What can we learn ***from the student and their family*** related to any of these questions?

Improving Attendance & Engagement for Students with Disabilities

What might we do about recovery?

Here's ONE idea!

Ask the team:

In what way(s) should we review and revise the student's IEP to address what we have learned about the student? **Do we need a tiered re-engagement plan to address the student's attendance?**

Engage the student *and the family.*

How…?
Glad you asked!

Improving Attendance & Engagement
for Students with Disabilities

Try some of these!

Reach out! Reach out! Reach out!
Build relationships!

Support/assist students, families and staff!

Call home!

Write home!

Visit home!

Follow up!

Connect kids and families with mentors/specific staff person!

Train staff!

Train Parents!

ACCOMMODATE to transition kids into the school buildings!

Improving Attendance & Engagement for Students with Disabilities

- 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)

- 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

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Improving Attendance & Engagement for Students with Disabilities

- 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.ctspecialednews.org) regarding a web-module/webinar related to improving attendance and engagement for students with disabilities in the COVID-19 era.

- US DoE Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs (Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs (PDF))

NEW!

Improving Attendance & Engagement
for Students with Disabilities Resources

Feel free to contact me!

Jay Brown
Bureau of Special Education
jay.brown@ct.gov

THANK YOU!

STAY CONNECTED
&
LEARN TOGETHER

Share & Compare
Tier 2 Interventions

Mentimeter

By computer:

    Voting Link: https://www.menti.com/quzi2qne9c

    Voting code: 7666 8450

By phone:

Upcoming Attendance & Engagement Meetings

Talk Tuesday

Tuesday, **December 14,** 2021

Tuesday, **January 11**, 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, **January 20**, 2021

No CoP in December 2021

Save the dates!

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

CSDE

CONNECTICUT STATE DEPARTMENT OF EDUCATION

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