



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.

Developed by the CSDE in collaboration with SERC



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

Agenda

1. **Welcome**, Kari Sullivan Custer, Attendance & Engagement Consultant, CSDE
2. **What's New! CSDE and Partners** 
3. ***Reimagining Schools to Transform Students' Lives***, ARP/ESSER Guidance, Irene Parisi, Chief Academic Officer, CSDE 
4. **Break-out Sessions**
5. **Upcoming Attendance & Engagement Meetings**

Notice: This meeting is being recorded.





What's New! **CSDE & Partners**

What's New at CSDE

June 14, 2021

- [ARP ESSER Maintenance of Equity FAQ](#)
- [Future of Tech Commission Town Hall: A Public Discussion on Advancing Innovations in Education](#)

June 10, 2021

- [Chronic Absence Patterns and Prediction During Covid-19: Insights from Connecticut](#)



June 9, 2021

- [CSDE Announces Submission of ARP ESSER Plan](#)
 - [Flexibilities for Implementing the CT Guidelines for Educator Evaluation 2017 for the 2021-2022 School Year](#)

June 8, 2021

- Save the Date: Commissioner's Back-to-School Meeting - August 11, 2021, 9 a.m., A.I. Prince Technical HS, Hartford

June 7, 2021

- [African American/Black and Puerto Rican/Latino Course of Studies – Professional Learning and Training Schedule](#)

June 3, 2021

- [Updated CSDE ARP ESSER Guidance](#)
- [Summer Camps and Access for Children with Disabilities](#)



June 1, 2021

- [Epidemiology and Laboratory Capacity \(ELC\) School COVID-19 Screening Testing Program](#)
 - [Funding Request Form](#)
- [Revised: Safe Return to In-Person Instruction and Continuity of Services Plan](#)
- [Summer Enrichment Programs Awarded](#)
- [Five-Year Federal After School Grant Program Funding Announcement](#)
- [NEW CSDE Summer Learning Challenges](#)



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



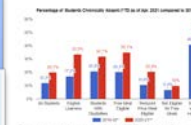
A COMPENDIUM OF RESOURCES



Chronic Absence Patterns and Prediction During Covid-19, *Insights From Connecticut*

[Present Danger, FutureEd \(May 2021\)](#)

EdSight: [Supporting Student Participation in 2020-21](#)

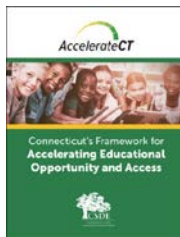


USDOE – ED COVID-19 HANDBOOK

Create Safe & Healthy Learning Environments

Addressing Lost Instructional Time

Supporting Educator and Staff Stability/Well-being

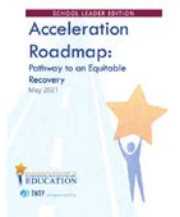


Accelerate CT

[CT's Framework for Accelerating Educational Opportunity and Access](#)

[Guidance Regarding Special Education Recover for Students with IEPs](#)

[Six Priority Areas](#)



Acceleration Roadmap, Massachusetts Department of Education

[School Leader Edition](#)

[Classroom Educator Edition](#)



Attendance Playbook: Smart Solutions for Reducing Chronic Absenteeism

[Implementation Guide for Using the Attendance Playbook](#)

[Pathways to Engagement Toolkit](#)



Insights from Connecticut National Research Brief

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



By Hedy N. Chang, Kevin Gee, Briana Hennessy, David Alexandro and Ajit Gopalakrishnan

Overview

Monitoring chronic absence is widely recognized as an essential tool for reducing educational inequity. The recent shift to distance and/or hybrid learning during the Covid-19 pandemic disrupted the collection and utilization of attendance data across the country. Putting in place consistent, reliable and actionable data has been a major challenge for states and school districts.

This report describes how Connecticut took steps to collect consistent attendance data by learning model (or mode), and publicly released data in a timely manner during the pandemic. For example, the Connecticut State Department of Education (CSDE) agreed upon a standard definition of attendance — showing up to school for half of a day — to ensure consistency with prior year data and across learning modes. CSDE also invested in frequent collection and public reporting of attendance and chronic absence data throughout the 2020-21 school year. As a result, Connecticut is uniquely positioned to analyze how patterns of chronic absence differ across learning modes, grades and student groups.

The report offers key insights from the analysis of Connecticut's chronic absence data that can inform Covid-19 educational recovery efforts and attendance initiatives. It shares lessons learned from Connecticut and recommends steps that other states can take to improve their data systems and ensure actionable data for the next school year.

I. Why Monitoring Chronic Absence Matters for Reducing Educational Inequity

Prior to the pandemic, 8 million students were chronically absent (missing 10% of school) in the 2017-18 school year. Chronic absence rates in 2017-18 were higher for groups hardest hit during the pandemic by poor health, economic hardship and unequal access to schooling.¹

Research on in-person learning shows that chronic absence has a wide-ranging impact on student outcomes including lower academic achievement,^{2,3,4,5,6} a higher probability of high school dropout,^{6,7} and worse social emotional outcomes.⁴ The adverse impact was greatest for students living in poverty who are less likely to have the resources to make up for lost learning time in the classroom and more likely to experience multiple systemic barriers to getting to school.⁸

Studies conducted prior to the pandemic also reveal the importance of noticing and addressing, as early as possible, when absences are adding up. Missing more than two days in September predicts higher levels of chronic absence for that school year.⁹ Mounting evidence finds that each additional day of missed school contributes to worse educational outcomes.^{10,11,12,13}

Chronic absence, calculated throughout the school year, can serve as an early warning sign that particular or groups of students and families need additional engagement and support. It can be used to indicate when a school, district or community is struggling to put in place positive conditions for learning, such as physical and emotional health and safety; a sense of belonging, connection and support; academic challenge and engagement; and adults and peers with social emotional competence.¹⁴

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www.attendanceworks.org

Press Release

New Analysis of Connecticut Data Highlights Stark Attendance Gaps by Learning Mode and Among Student Groups Hard Hit by Covid-19

Chronic absence data will be essential in the new school year for identifying students who need outreach and support

SAN FRANCISCO, June 9, 2021 – Students attending school remotely have the highest levels of chronic absence in the current school year, with in-person students attending most frequently and hybrid students falling in between, according to an analysis of state data from Connecticut.

Chronic Absence Patterns and Prediction During Covid-19: Insights from Connecticut, released on June 9 by Attendance Works and the Connecticut State Department of Education (CSDE), underscores how timely attendance data are essential in a school year upended by the pandemic. The data shine a light on just how stark chronic absence gaps are, especially by learning mode and among student groups hardest hit by Covid-19.



“Since states and districts can only address and act on what they can see, having data and results in hand for the current school year versus after the fact will be important in driving decision making,” said **Hedy Chang, Executive Director of Attendance Works**. “Our hope is that other states can learn from Connecticut's approach to absenteeism data.”

“In Connecticut, data drives our decision-making because it is critical to inform how we most effectively address the root causes of chronic absenteeism and ensure positive student outcomes,” said **Charlene Russell-Tucker, Connecticut Acting Commissioner of Education**. “Our focus on collecting and leveraging that data in real time throughout the pandemic has allowed us to focus resources across schools and districts to strengthen and build on the systems of support in place to help ensure students are attending and engaged – both remotely and in-person.”



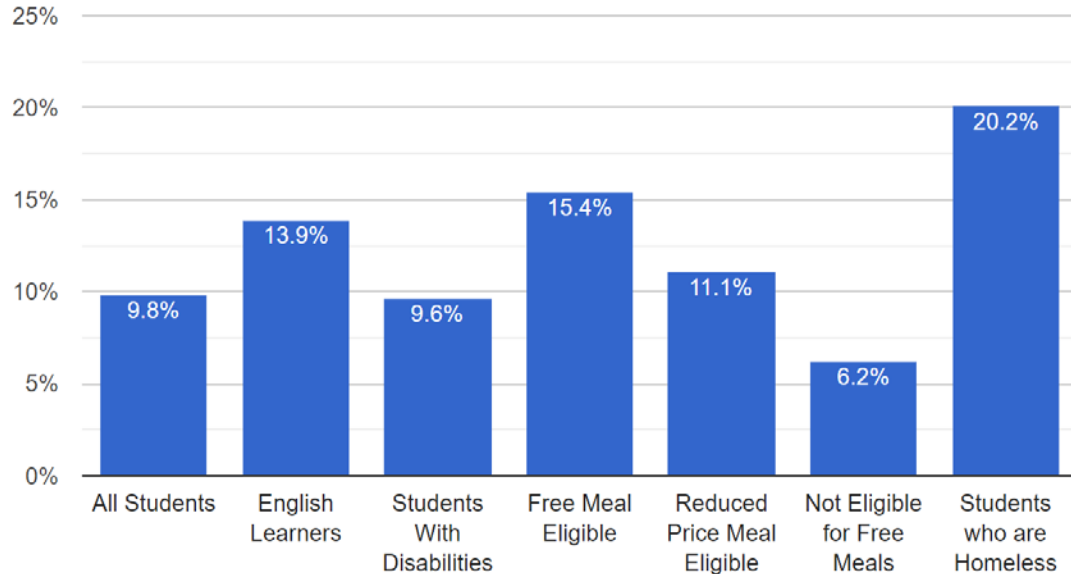
Don't miss full presentation on the findings by David Alexandro, a report author, from CSDE Performance Office!

Talk Tuesday, June 29, 2021 [Download report!](#)

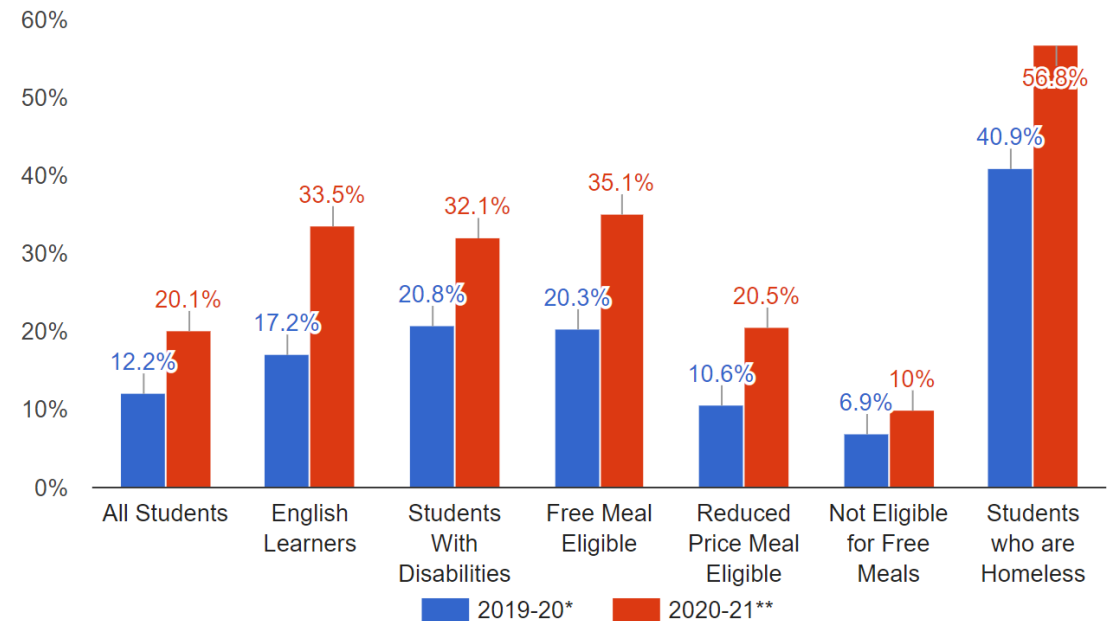
Spotlight on Data

Students who are Homeless

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



Percentage of Students Chronically Absent (YTD as of Apr. 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.

Source: CSDE, EdSight, [Supporting Student Participation in 2020-21 Learning Models, Enrollment, and Attendance](#)

Identifying and Supporting Students who may be Homeless

| | A | B | C | D | E | F | G | H |
|----|---------------|----------------------|-----------|-----------|-----------|-----------|-----------|-------------|
| 1 | District name | Student group | 2020-2021 | 2020-2021 | 2019-2020 | 2019-2020 | Reporting | Update date |
| 2 | Connecticut | Students Experiencir | 1,741 | 0.81 | 3,916 | 0.89 | Apr-21 | 5/25/2021 |
| 3 | | Students Experiencir | 93 | 0.78 | 107 | 0.86 | Apr-21 | 5/25/2021 |
| 4 | | Students Experiencir | 58 | 0.81 | 116 | 0.89 | Apr-21 | 5/25/2021 |
| 5 | | Students Experiencir | 44 | 0.79 | 61 | 0.88 | Apr-21 | 5/25/2021 |
| 6 | | Students Experiencir | 20 | 0.8 | 56 | 0.89 | Apr-21 | 5/25/2021 |
| 7 | | Students Experiencir | 26 | 0.75 | 437 | 0.85 | Apr-21 | 5/25/2021 |
| 8 | | Students Experiencir | 29 | 0.77 | 39 | 0.88 | Apr-21 | 5/25/2021 |
| 9 | | Students Experiencir | 164 | 0.82 | 259 | 0.88 | Apr-21 | 5/25/2021 |
| 10 | | Students Experiencir | 175 | 0.74 | 509 | 0.88 | Apr-21 | 5/25/2021 |
| 11 | | Students Experiencir | 255 | 0.82 | 301 | 0.93 | Apr-21 | 5/25/2021 |
| 12 | | Students Experiencir | 21 | 0.87 | 25 | 0.89 | Apr-21 | 5/25/2021 |
| 13 | | Students Experiencir | 29 | 0.81 | 49 | 0.91 | Apr-21 | 5/25/2021 |
| 14 | | Students Experiencir | 22 | 0.88 | 39 | 0.92 | Apr-21 | 5/25/2021 |
| 15 | | Students Experiencir | 26 | 0.83 | 75 | 0.86 | Apr-21 | 5/25/2021 |
| 16 | | Students Experiencir | 304 | 0.83 | 573 | 0.89 | Apr-21 | 5/25/2021 |

Know your district's attendance data by subgroup!

[Download updated spreadsheet](#) (Apr. 2021)!

Learn more at:

[CSDE Homeless Education, McKinney-Vento webpage.](#)

Ensure faculty, staff, coaches, afterschool providers and home visitors know the signs of students/families struggling with homelessness!

[Understanding the Challenges Faced by Homeless Students: What Educators Can Do to Help, Edmentum, 2019](#)

- Wearing the same clothes day after day, or wearing clothes that are not consistently clean
- Struggling to keep up with personal hygiene, possibly appearing to not have had a bath, shower, or haircut recently
- Hoarding food that is distributed at lunch, on field trips, or during classroom snack breaks
- Appearing to have medical and/or dental issues (even significant ones) that are not addressed, such as signs of rash, infection, persistent illness, pain, etc.
- Often being late to school, or having frequent and/or extended absences
- Carrying a backpack that is very full of personal belongings, but lacking adequate school supplies
- Talking about not wanting to go home, or sharing vague stories of their living conditions or people they live with that carry negative connotations
- Frequently moving from school to school, sometimes multiple times within a school year
- Consistently failing to complete homework on time or at all
- Difficulties getting in touch with parents, including failure to sign notes, permission slips, etc.



Upcoming Parent Teacher Home Visits Training



Parent Teacher Home Visits Training! June 28, 2021

Don't miss the upcoming [Parent Teacher Home Visits](#) training on June 28, 2021. It is sponsored by the Connecticut Family School Partnerships at CREC and CSDE. [Download flyer!](#)

PTHV is recognized as a research-based intervention for family engagement that can improve student attendance. It is identified in "Initiatives/Resources to Spark Innovation" in [Connecticut's ARP ESSER Guidance: Reimagining Schools to Transform Students' Lives](#) guidance. It is also featured in FutureEd's [Attendance Playbook](#) as a research-based Tier 1 strategy that can impact attendance.

Districts and schools that are considering a home-visiting model over the summer or in the fall, may want to consider having educators, family liaisons, and others participate in this training. For additional information on PTHV, contact Betsy LeBoriosis at bleborious@crec.org or Mary Lou Molloy at mmolloy@crec.org.

June 28, 2021

1:00 p.m. – 4:30 p.m.

Virtual Training via Zoom

REGISTER NOW

The research is clear, families are essential to student success. Parent Teacher Home Visits Training (PTHV) focuses on building the capacity of educators and school staff to build meaningful relationships with the families.

The PTHV Training, a high impact family engagement program, prepares educators to conduct in-person home visits and virtual visits, giving schools and educators tools to build and deepen relationships of trust with their students' families.

The training will prepare teachers and family engagement specialist to:

- > Understand the PTHV model and why it is effective.
- > Be prepared to do both in-person home visits and virtual bridge visits.
- > Develop an action plan with dates to launch PTHV visits.

Participants will have the opportunity to participate in two (2) follow-up community of practice sessions to network and support the work.

Who should attend?

Parents, educators, school administrators, family engagement specialists, school teams and community providers.



For additional information please visit the CT Family School Partnerships website: www.ct-fsp.org

Contact: Betsy LeBoriosis at bleborious@crec.org OR Mary Lou Molloy at mmolloy@crec.org

This training is funded by the USDE Statewide Family Engagement Center Grant. There is no fee to attend this training. Priority will be given to Alliance School Districts and to National Network of Partnership Schools in CT.



[Download flyer!](#)

[Register now!](#)





**Reimagining Schools to Transform
Students' Lives ARP/ESSER Guidance**

Irene Parisi, Chief Academic Officer, CSDE

How Might We...



Connecticut State Department of Education

@CT_Academics @EducateCT #TalkTuesdays

Connect



If you have questions or require technical assistance, email



Irene.Parisi@ct.gov

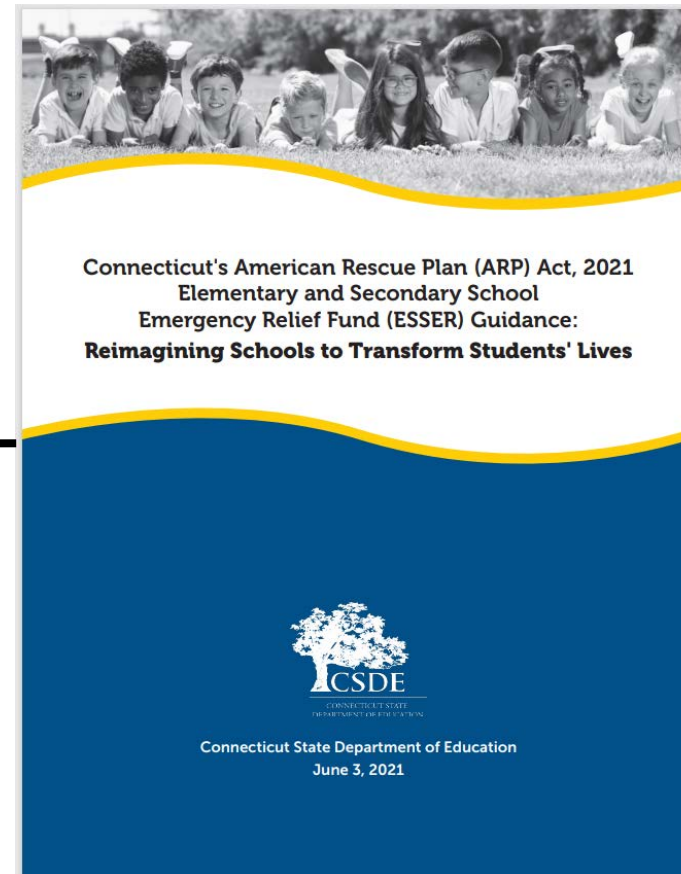
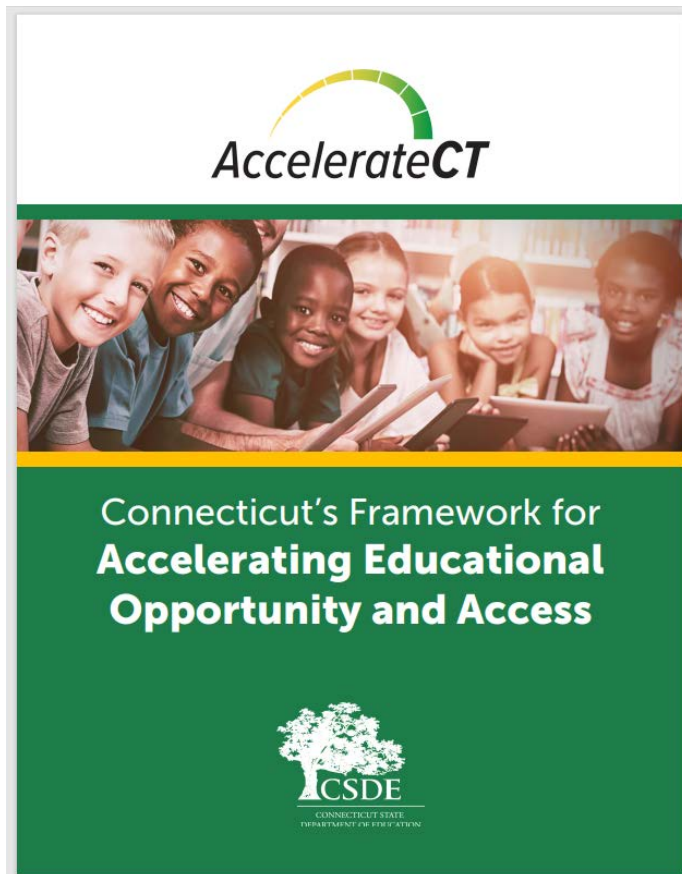


Call: 860-713-6823



@CT_Academics

An Asset-Based Mindset



Strategic Acceleration Habits



AccelerateCT Framework p.8

Habits vs Rules

Organize to **Prioritize**

Plan & Partner

Monitor & Adapt

Feedback to Engage

Evaluate to Maintain *and sustain*

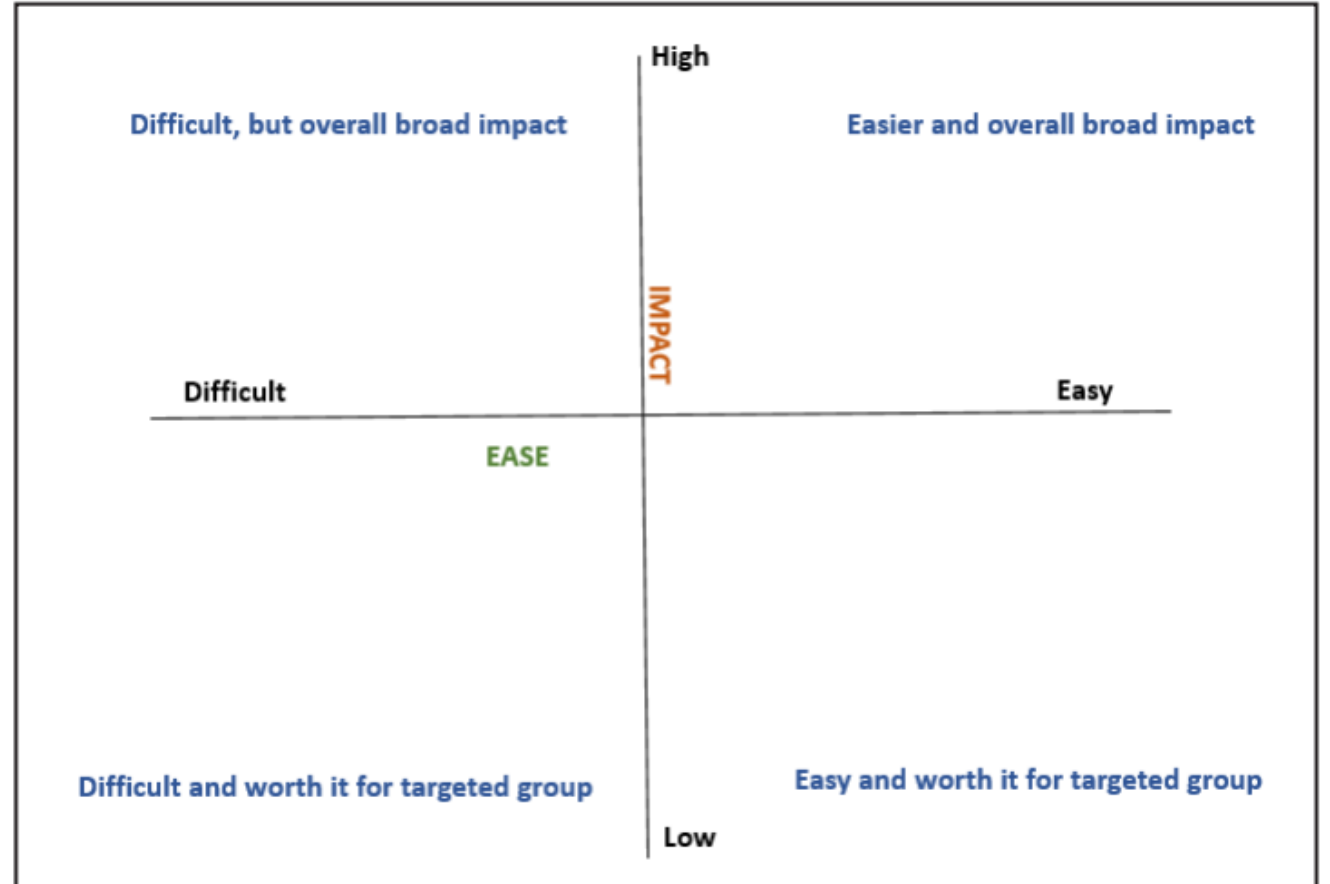
Strategic Acceleration Habits

| Step | Habits for realizing each step | Guiding Questions |
|-----------------------------|---|---|
| Prioritize | Organize a centralized or individual school-based team with internal and external stakeholders having diverse perspectives and roles to assess needs and prioritize actions | What needs to be prioritized to accelerate schooling and leverage the district strategic operating plan? To what extent is this a priority today? |
| Plan & Partner | Plan for the implementation of equity-based strategies with all partners | In our desired future normal, what must always be true? |
| Monitor & Adapt | Monitor implementation to adapt systems of support | In our desired future normal, what must always be true? |
| Feedback to Engage | Timely communication of actionable feedback that can engage all learners (adult and student) as partners: | In our desired future normal, what must always be true? |
| Evaluate to Maintain | Evaluate to understand what is working and what is not working, plan to sustain and maintain at a high level of commitment | In our desired future normal, what must always be true? |

Strategic Acceleration Habit: Prioritize

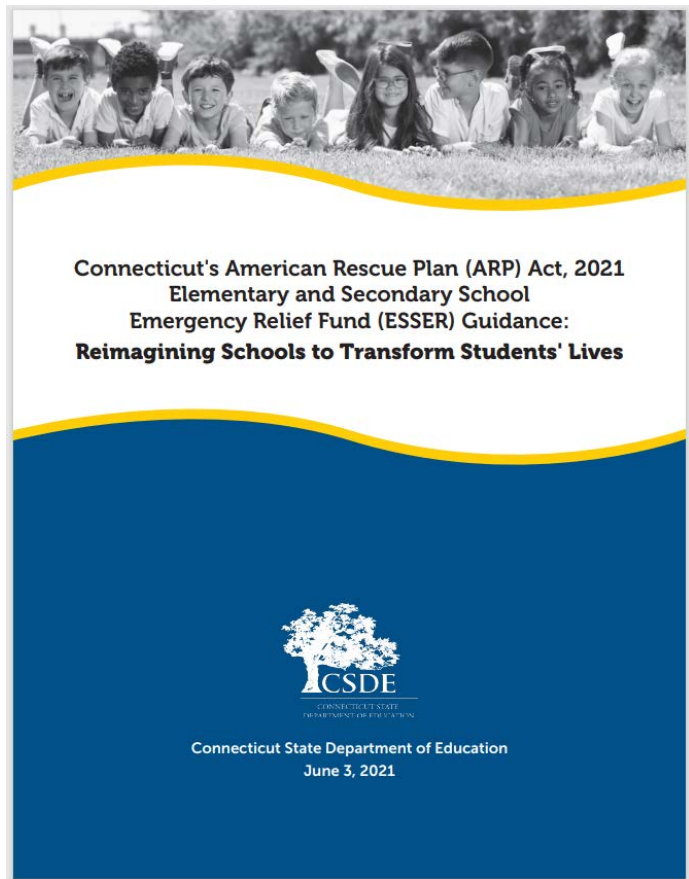
| | | |
|--------------------|-----------------------|--------------------|
| Summer Learning | Personalized Learning | Curriculum Renewal |
| Student Enrichment | SBHC | Talent Development |
| Student Wellness | DESSA | |
| APEX Learning | Home Visits | |
| Defined Learning | | |
| | | |

AccelerateCT Framework p.6



Credit: Education Elements, 2021

An Asset-Based Mindset



Initiatives/Resources to Spark Innovation

The priorities outlined advance the power of developing robust partnerships with community and education stakeholders, including the CSDE, and encourage LEAs to explore how they can serve the "whole student." Transformation will occur when we leverage existing and/or form new school-family-community partnership structures, especially when these partnerships advance more than one priority. This chart provides information about some implementable initiatives and resources in Connecticut and nationwide that an LEA may wish to pursue or build upon. Note that it is not an exhaustive list and will continue to be updated.

| | | at least 20% set aside | | | | |
|---|--|---|--------------------------------|------------------------------------|---|---------------------------------|
| Initiatives/Resources | | Learning Acceleration, Academic Renewal, & Student Enrichment | Family & Community Connections | Social, Emotional, & Mental Health | Strategic Use of Technology & Staff Development | Building Safe & Healthy Schools |
| Connecticut-Based Initiatives/Resources | CT Learning Hub: This resource supports statewide access to high-quality, high-impact resources from CSDE and external partners to support academic, social, and emotional, multilingual access. The Hub provides eight sub hubs to meet the needs of educators, parents/guardians, students, and communities, including on-demand professional development resources supporting each statewide priority. | X | X | X | X | |
| | TeachRock: With the support of CSDE and Governor Lamont , LEAs can apply to utilize TeachRock as a creative way to engage students and help them achieve success in their studies. This integrated model arts curricula weaves music history through core subjects such as English language arts and social studies. Partner LEAs will take part in focused professional learning on designing engaging instruction and on the implementation of TeachRock curricula materials, which will all be available in an online library. | X | | X | X | |
| | Social-Emotional Learning (SEL) Assessment with DESSA: The CSDE has contracted with Aperture Education to provide the DESSA SEL assessment system, access to the online portal, training, and on-going support at no cost to school districts. Aperture has a specific information page for Connecticut districts . | | | X | X | |
| | Advancing Wellness and Resilience Education: Taking inspiration from Project AWARE which is currently being implemented in three public schools across Connecticut: Middletown, Naugatuck, and Windham, LEAs should explore partnerships and collaboration between state and local systems to promote the healthy development of school-age youth and prevent youth violence. AWARE sets out to increase awareness of mental health issues of school-age youth, train educators and other youth-serving adults to detect and respond to mental health issues, and connect youth and families to appropriate services. | | | X | X | |


External organizations have not been vetted, approved, or endorsed by the state; they are included here as example resources.




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An Asset-Based Mindset




AccelerateCT




Connecticut's Framework for Accelerating Educational Opportunity and Access



CONNECTICUT STATE DEPARTMENT OF EDUCATION



Connecticut's American Rescue Plan (ARP) Act, 2021 Elementary and Secondary School Emergency Relief Fund (ESSER) Guidance: Reimagining Schools to Transform Students' Lives



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Connecticut State Department of Education
June 3, 2021

**Everything is
Figureoutable!**

- Marie Floreo

Control the Controllables

- Tom Murray

We Can Help You



If you have questions or require technical assistance, email



Irene.Parisi@ct.gov



Call: 860-713-6823



@CT_Academics



Breakout Sessions

Where are you?

Where do you want to be?

How would you prioritize at your district?

Upcoming Attendance & Engagement Meetings

Next Talk Tuesday

Tuesday, **June 29**, 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.

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 is now open!](#)

Save the dates!

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

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

Keep in touch!



**Kari
Sullivan Custer**

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)