



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Connecticut Kids Report Card
Leadership Committee

Chronic Absence Strategic Action Group Update

December 19, 2018

Alignment with State Board Comprehensive Plan



At the Connecticut State Department of Education, **students are at the core** of everything we do.



OUR PROMISE TO OUR STUDENTS

- Ensuring their non-academic needs are met so they are healthy, happy, and ready to learn. (Mental health, nutrition, after-school programs)
- Supporting their school and district in staying on target with learning goals. (Education Cost Sharing - ECS, Alliance Districts, Commissioner's Network, School Choice)
- Giving them access to great teachers and school leaders.
- Making sure they learn what they need to know to succeed in college, career, and life.



[The Connecticut State Board of Education's Five-year Comprehensive Plan 2016-21](#)

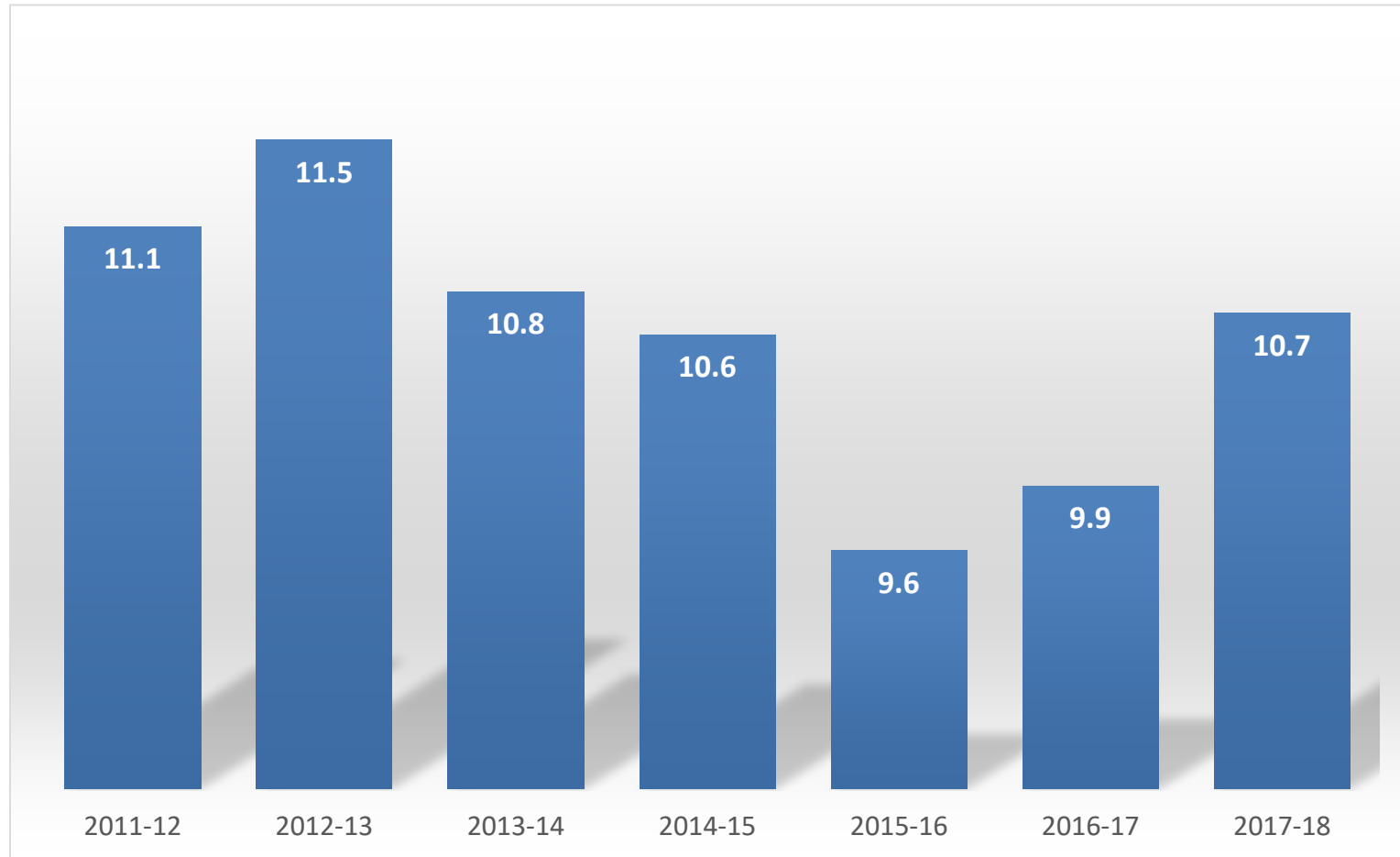
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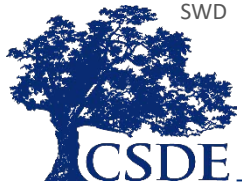
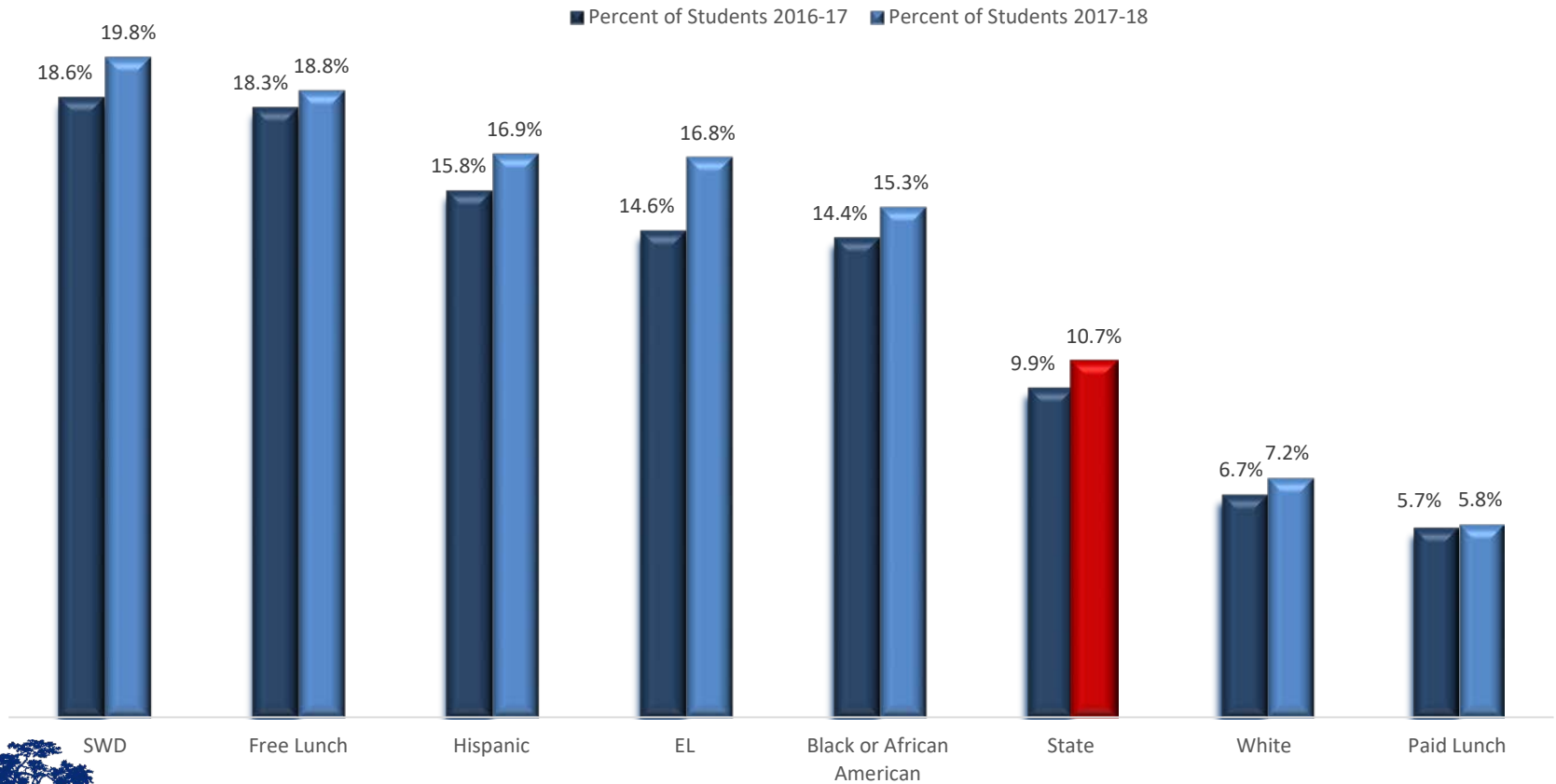
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Statewide Chronic Absence Trend



Chronic Absence Data 2016-17 and 2017-18



Featured Activities

- Building Trauma-sensitive Schools Symposium
- [Connecticut School Discipline Collaborative](#)
- [Early Indication Tool](#)
- [Every Student Succeeds Act \(ESSA\) Evidence-based Guide](#)
- Extended Family Vacations Guidance
- [Family Engagement Framework](#)
- [Interagency Council for Ending the Achievement Gap](#)
- [School Health Assessments and Immunization Guidance](#)
- Students with Disabilities Work Group and Guidance
- [Truancy Intervention Model Catalog](#) and School Plans





Building Trauma-Sensitive Schools

Date and Time: Friday, October 19, 2018: 8:30 a.m. - 2:00 p.m.

Location: Holiday Inn Hartford Downtown Area, 100 East River Drive, East Hartford, CT

Audience: Alliance District Superintendents and Leadership Teams

8:30 a.m.-9:00 a.m. Registration

9:00 a.m. -9:20 a.m. Welcome and Opening
Desi Nesmith, Chief Turnaround Officer, *Charlene Russell-Tucker*, Chief Operating Officer
Connecticut State Department of Education

9:20 a.m. -10:20 a.m. Keynote Presentation: *Building Trauma-Sensitive Schools*
Kathleen Guarino, LMHC, Senior Technical Assistance Consultant
American Institutes for Research

Ms. Guarino serves as Technical Assistance Specialist for the U.S. Department of Education's National Center on Safe and Supportive Learning Environments, where she developed the *Trauma-Sensitive Schools Training Package*, a comprehensive resource that offers schools and districts a roadmap for adopting a universal, trauma-sensitive approach. This Symposium provides an overview of the key elements of a trauma-sensitive school and introduces a framework and process for adopting a universal trauma-sensitive approach across schools and districts.

10:20 a.m. -10:30 a.m. Break

10:30 a.m.-11:30 a.m. Breakout Session 1

11:30 a.m.-11:40 a.m. Break

11:40 a.m.-12:40 p.m. Breakout Session 2

12:40 p.m.-1:00 p.m. Closing Remarks

1:00 p.m.-2:00 p.m. Available Discussion Time with Keynote Speaker (Optional)



10:30 a.m.-11:30 a.m. Breakout Session 1

Trauma-Sensitive Schools Training Package

Presenter: *Kathleen Guarino*, Senior Technical Assistance Consultant, American Institutes for Research

Summary: This session will introduce participants to the *Trauma-Sensitive Schools Training Package*, a new resource from the U.S. Department of Education that offers district and school administrators and staff a roadmap and tools for adopting a trauma-sensitive approach school-or-districtwide. Package materials to be reviewed include training resources for educating all staff on trauma and its impact and trauma-sensitive practices in schools and resources for supporting leaders in mapping out a process for introducing and implementing a universal, trauma-sensitive approach. Participants will have access to all training package materials to bring back to their schools and districts to support trauma sensitivity. *This breakout will be repeated during Session 2.*

Building Capacity for Trauma-Sensitive Districts

Presenters: *Kristina Stevens*, Deputy Commissioner, Department of Children and Families; *Lori Szczygiel*, Senior Vice President of Strategy and Development, Beacon Health Options; *Jason Lang, Ph.D.*, Vice President for Mental Health Initiatives, Child Health and Development Institute; *Jesse White-Fresé*, Executive Director, Connecticut Association of School Based Health Centers

Summary: Participants in this session will learn how to effectively leverage community partners' knowledge and expertise to design the structural components and implement a pathway to a trauma-sensitive district and school. Statewide leaders representing the Department of Children and Families, Beacon Health Options, the Child Health and Development Institute and Connecticut Association for School Based Health Centers will share the resources and supports available to expand services for children that complement school-based system development. *This breakout will be repeated during Session 2.*

Implementing Trauma-Sensitive Practices

Presenters: *Joe O'Callaghan*, LCSW, District Department Head of Social Work; *Dana Vera*, LCSW, Trauma Support Specialist; *Elizabeth Gentile*, LCSW, Cognitive Behavioral Intervention for Trauma in Schools Social Worker and Bounce Back Trainer; *Jeannie Carrillo*, LCSW, School Social Worker and Cognitive Behavioral Intervention for Trauma in Schools Trainer; Stamford Public Schools

Summary: Participants in this session will examine how a district is implementing a trauma-sensitive system that supports students' mental health, behavior and academic outcomes. Learn how Stamford Public Schools is implementing core elements of assessing needs and resources, developing a school-community leadership and staff professional learning. *This breakout will be repeated during Session 2.*



Focused Support to Districts

- ESSA Milestones
- Federal Funding Opportunities
 - Implementation of Project AWARE
 - Title IV Funding to Districts
- Partnership with Attendance Works
 - On-line District Attendance Teams Self-Assessments and Analysis
 - Peer Learning Network (8 Opportunity Districts)
 - Coaching and Technical Assistance with Districts
 - Promising Practices Symposium



ESSA Milestones

ESSA Milestones

These milestones align with Connecticut's [approved federal plan](#) for the Every Student Succeeds Act (ESSA). The plan establishes a 13-year time-frame for the attainment of long-term goals listed below. These goals are identical to some of the indicators in [Connecticut's Next Generation Accountability System](#) for districts/schools. Based on performance in the baseline year (first column) and the ultimate target (last column), linear interim milestones are established for every third year (shaded in tan). Per the federal plan, non-attainment of these triennial milestones in Alliance Districts triggers more rigorous interventions and supports. Annual targets are provided as a reference.

English Language Arts Achievement - District Performance Indexes (DPI)

Indicator 1

2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
53.4	55.1	56.7	58.4	60.1	61.7	63.4	65.0	66.7	68.4	70.0	71.7	73.3	75.0

Mathematics Achievement - District Performance Indexes (DPI)

Indicator 1

2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
46.9	49.0	51.2	53.4	55.5	57.7	59.9	62.0	64.2	66.3	68.5	70.7	72.8	75.0

English Language Arts Smarter Balanced Growth Model

Indicator 2

2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
47.7%	51.7%	55.7%	59.8%	63.8%	67.8%	71.8%	75.9%	79.9%	83.9%	87.9%	92.0%	96.0%	100.0%

Mathematics Smarter Balanced Growth Model

Indicator 2

2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
51.8%	55.5%	59.2%	62.9%	66.6%	70.4%	74.1%	77.8%	81.5%	85.2%	88.9%	92.6%	96.3%	100.0%

Chronic Absenteeism

Indicator 4

2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
16.0%	15.1%	14.3%	13.5%	12.6%	11.8%	10.9%	10.1%	9.2%	8.4%	7.5%	6.7%	5.8%	5.0%

Four-year Adjusted Cohort Graduation Rate

Indicator 8

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
73.3%	74.9%	76.5%	78.1%	79.7%	81.3%	82.9%	84.5%	86.0%	87.6%	89.2%	90.8%	92.4%	94.0%

Six-year Adjusted Cohort Graduation Rate (High Needs Students)

Indicator 9

2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
70.3%	72.1%	73.9%	75.8%	77.6%	79.4%	81.2%	83.1%	84.9%	86.7%	88.5%	90.4%	92.2%	94.0%



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