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IMPROVING ATTENDANCE FOR STUDENTS WITH DISABILITIES

Presented By : Kyle Jones & Lauren Osgood

CT Aspiring Leaders in Special Education

2023-2024

AGENDA

- Introduction
- Definition
- District Data
- Middle School Data
- Prevalance Rate Comparision
- Intervention
- Implementation
- Measurable Outcomes
- Conclusion

INTRODUCTION

In analysis of the district data over the last five years, there has been a pattern of increasing chronic student absenteeism.

DEFINITION

“Chronically absent means a child enrolled in a school under the jurisdiction of a local or regional board of education whose total number of absences, at any time during a school year, is equal to or greater than 10 percent of the total numbers of days a student is enrolled during such school year.”

*portal.ct.gov/sde/publications on May 28, 2024

Students with disabilities (SWD) in the district have shown an alarming trend over the past few years. While overall attendance rates have increased, SWD continue to experience disproportionately higher rates of chronic absenteeism compared to their non-special education peers.

DISTRICT DATA

	Number and Percent of Students Chronically Absent									
	2018-19		2019-20		2020-21		2021-22		2022-23	
	#	%	#	%	#	%	#	%	#	%
Non-Special Education	134	5.8	143	6.2	265	12.1	449	20.4	360	16.4
Special Education	54	14.9	4.1	11.6	66	19.7	78	23.8	77	22.6

Non-Special Education Students attendance rates are beginning to shown a pattern of stabilization.

SWD Absenteeism is consistently higher than their non-disabled peers.

ANALYSIS OF MIDDLE SCHOOL DATA

After collecting and reviewing the middle school data, it was apparent that there was an embedded pattern indicating that students who are identified (ELL, Intervention, 504, or SWD) showed the most absenteeism compared to peers. While there was a slight decrease in absenteeism rates for SWD in 2019-2020, it has since been on the rise, with rates consistently higher than those of non-special education students

FURTHER ANALYSIS OF DATA

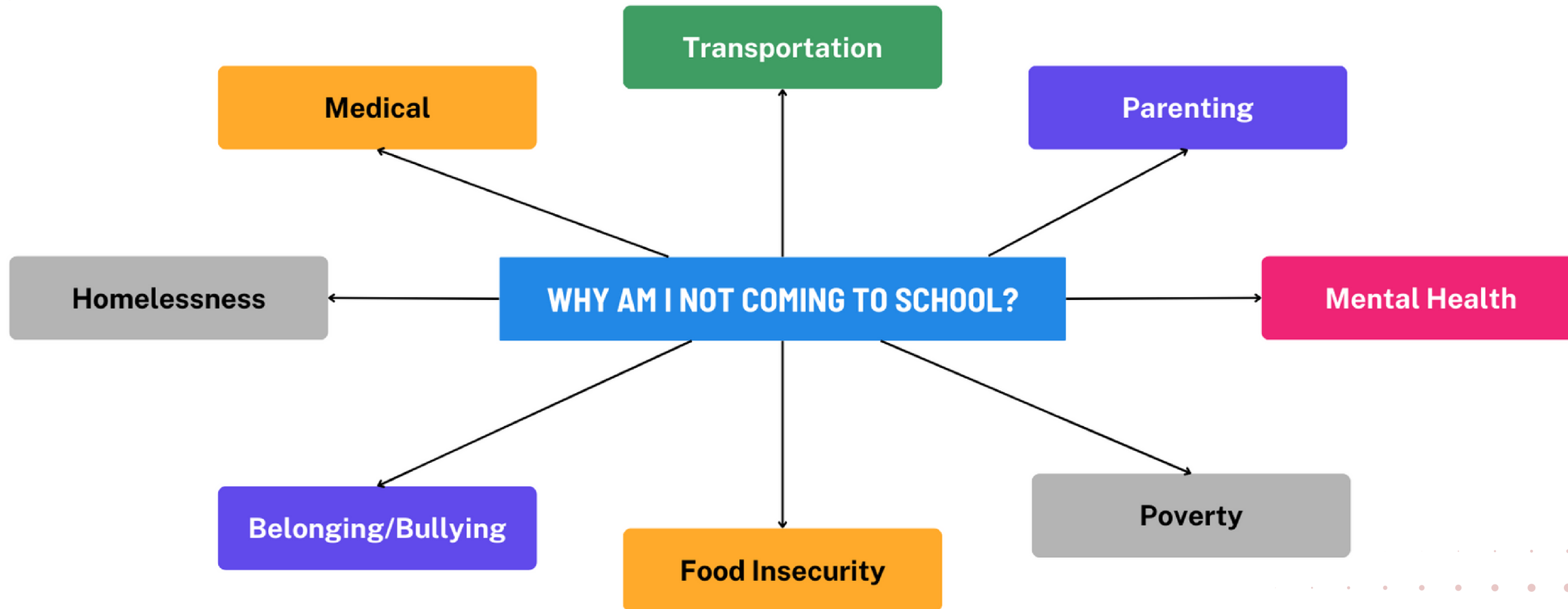
Looking at SWD, it was apparent that a disproportionately large percentage of the chronically absent students were identified as having an Emotional Disability (ED).

SPECIAL EDUCATION PREVALENCE RATES 2022-2023

- 1 SLD represents 37.6% of SWD
- 2 OHI represents 20.2% of SWD
- 3 Autism 14.3% of SWD
- 4 Speech Language Impairment 11.6% of SWD
- 5 Other Disabilities 6.7% of SWD
- 6 Emotional Disability 6.2% of SWD
- 7 Intellectual Disability 3.4% of SWD

WHY ARE THESE STUDENTS MORE CHRONICALLY ABSENT?

- What are the possible variables causing school attendance issues?
- What are the individual stories?



HOW DO WE ADDRESS THESE NEEDS?

● Goal One

Develop PD targets and activities to address the underlying factors contributing to chronic absenteeism such as homelessness/food insecurity, medical/social/emotional/behavioral wellness, belonging/bullying, transportation and parenting needs.

● Goal Two

Develop individual student support teams to target individual students, especially SWD, to support the goal of attending school regularly.

IMPLEMENTATION: GOAL ONE

1

The professional development team will include representative staff members involved in supporting students with chronic absenteeism, including guidance counselors, assistant principals, school psychologist, social worker, general education grade level teachers, etc..

2

Identify causal patterns of chronic absenteeism and create a prioritized list of chronically absent students.

3

Identify appropriate PDs and activities to address patterns of chronic absenteeism (transportation, parenting, belonging/bullying, food insecurity/homelessness, poverty, mental health, etc.).

IMPLEMENTATION: GOAL TWO

1

Research individual student patterns and stories. Design individualized student support teams to address students on the list.

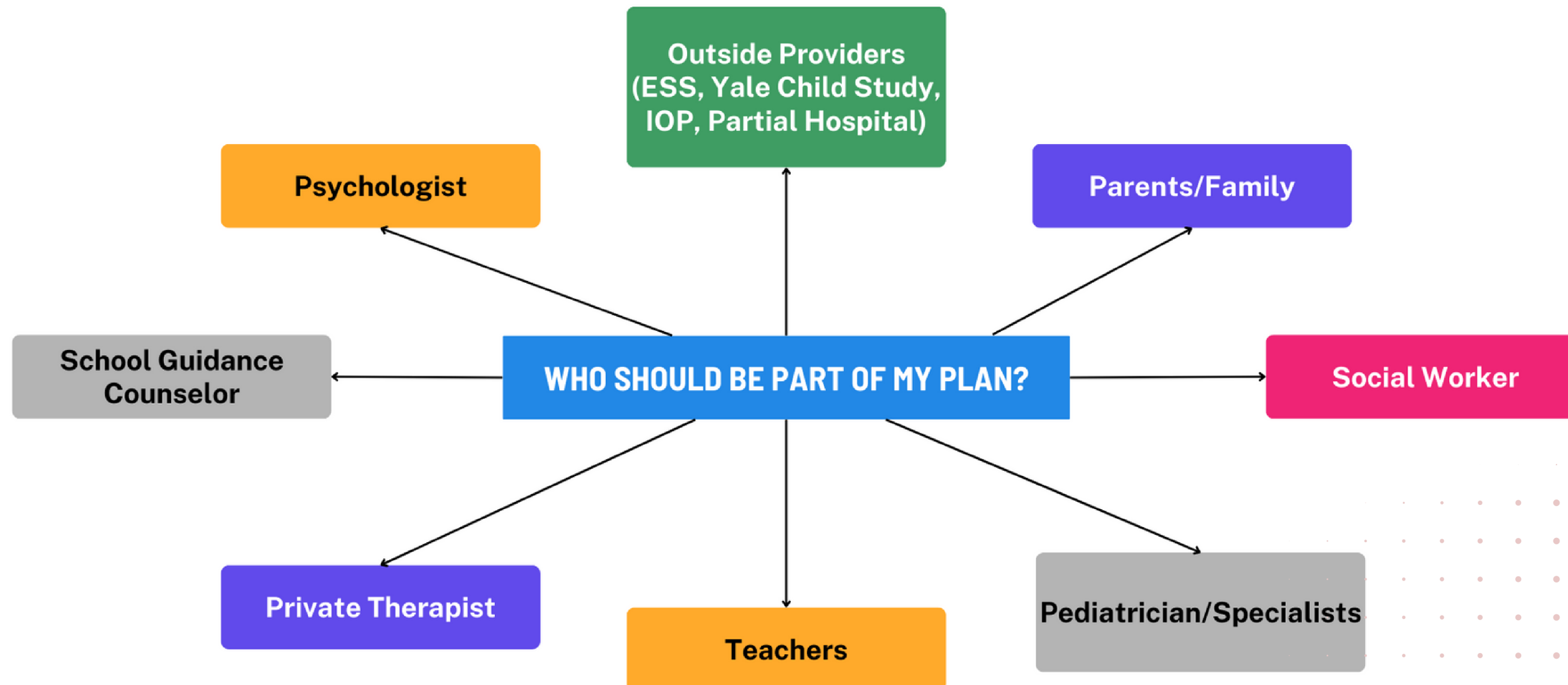
2

Conduct initial meetings of individualized student support teams to develop meeting schedule for collaborative conversations.

3

Progress monitor data and review. Determine if individualized interventions are working or need adjustments.

INDIVIDUALIZED STUDENT SUPPORT TEAMS



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SAMPLE PROFILES

● MK

- Historically, chronically tardy
- Poor Parenting
- No Other Barriers
- Contract or Reprort to Hearing Officer

● BC

- Social Anxiety
- Poor Parenting

● MD

- Poor Parenting
- Declining Mental Health

● KM

- Declining Mental Health
- Sense of Belonging/Bullying

TIMETABLE FOR ROLLOUT: ACTION PLAN LINK

<https://docs.google.com/document/d/14Qea1oDeE01Nmp1dZoTJxuUenr92eXcy/edit?usp=sharing&oid=113459486565119824065&rtpof=true&sd=true>

MEASURABLE OUTCOMES

The success of the training will be measured by improved attendance rates for all students, with a specific focus on reducing chronic absenteeism among SWD. Key performance indicators will include:

- Reduction in the percentage of SWD classified as chronically absent.
- Increase in overall attendance rates for SWD.
- Improved engagement and participation of SWD in academic and extracurricular activities.
- Feedback from staff regarding the effectiveness of the strategies learned during the professional development sessions.
- Individualized, wrap around plans for SWD.

CONCLUSION

By addressing chronic absenteeism among SWD through targeted professional development and individualized interventions, the goal will be to create a more inclusive and supportive learning environment that fosters the success and well-being of all students in our district.



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THANK YOU

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