



# WSD Curriculum Committee

May 20, 2021:  
School Attendance  
& Summer 2021 Curriculum Development Plans

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# Overview

- School Attendance
- Discussion by Board Members (anticipated 30 mins.)
  
- Summer 2021 Curriculum Development Plans
- Discussion by Board Members (anticipated 20 mins.)



# School Attendance



# Key Data Elements of School Attendance

- CSDE tracks two key types of student in this regard:
  - “Chronic Absentee”: student is absent 10% or more of the days on which school has been in session during the school year
  - “Truant”: student has 4 unexcused absences in a month, or 10 unexcused absences in the school year

# Recent Data Released by CSDE

- 2019-20
  - 7.4% of WSD students (n=62) were chronically absent (prior to COVID-19)
- 2018-19
  - 5.9% of WSD students (n=51) were chronically absent
  - 44 WSD students were truant
- 2017-18
  - 5.5% of WSD students (n=46) were chronically absent
  - 51 WSD students were truant

# Comparative Data

- 2019-20
  - 7.4% of WSD students were chronically absent (prior to COVID-19)
  - Other K-6 BOWA districts had lower rates (5.8%, 6.8%)
  - Other DRG B districts with K-6 schools (Cheshire, Simsbury) had lower rates at that level (4.3%, 5.0%)

# Subgroup Analysis: Eligibility for Free or Reduced-Price Meals

- 2019-20
  - 8.3% of F/R students were chronically absent
  - as compared to 7.4% of total students
- Gap has narrowed when compared to the prior 2 years
  - 10.0% vs. 5.9% in 2018-19
  - 13.6% vs. 5.5% in 2017-18

# Subgroup Analysis: Students with Disabilities

- 2019-20
  - 8.3% of students with disabilities were chronically absent
  - as compared to 7.4% of total students
- Gap has narrowed when compared to the prior 2 years
  - 8.8% vs. 5.9% in 2018-19
  - 9.0% vs. 5.5% in 2017-18



# Subgroup Analysis: Gender

- 2019-20
  - 9.2% of females were chronically absent
  - as compared to 7.4% of total students
- Direction was contrary in the prior 2 years
  - 5.5% vs. 5.9% in 2018-19
  - 4.1% vs. 5.5% in 2017-18

# Subgroup Analysis: Race/Ethnicity

- For chronic absenteeism, publicly-reported race/ethnicity categories are “White,” “Black or African American,” & “Hispanic or Latino”
- Because of the relatively small number of students at Beecher, the data in these categories are publicly suppressed to ensure student confidentiality
- WSD/BRS administrators have internally viewed the statistics; any gaps are narrow

# Conclusions based on Subgroup Analysis

- Continued attention on students with socioeconomic disadvantages (e.g., Free or Reduced-Price Meals classification) is important
- Subgroup analysis confirms the importance of every single student feeling safe, comfortable, valued in the school environment

# Action Items To Date

- Subgroup analysis
- Records review for 2020-21 data
  - Review of chronically absent student 2020-21 data to date
  - Updating of records as necessary
  - Continued attention to correct coding and outreach
- Review of Policy 5113 (Attendance/Excuses/Dismissal) with key staff stakeholders
- Review of Policy 5113 (Attendance/Excuses/Dismissal) with parents/guardians

# Policy Elements Reviewed with Staff

- Roles and responsibilities regarding student attendance
  - Administrative roles and responsibilities
  - Staff roles and responsibilities
- Definition of “chronic absenteeism”
- Definition of “excused absence”
- School building processes regarding attendance codes

# Policy Elements Reviewed with Families

- Definition of “chronic absenteeism”
- Definition of “excused absence”
- Requirement that attendance be listed on educational record (e.g., progress report)
- Discussion of the impact of absences on student learning

# Next Steps

- Proposed new policy language for 2021-22 school year, including clarification around “extraordinary educational opportunities”
- Enhanced communication with parents/guardians re: attendance procedures, and importance of attendance
- Implementation of updated processes for 2021-22 school year
  - Staff data collection & input
  - Administrative responsibility & review
  - Wellness team communication with students & their families



Questions?







Summer 2021  
Curriculum  
Development  
Plans



# Key Principles

- Strong curriculum development is essential for our students and also for our professional staff
- Strong curriculum development is an ongoing process
- Strong curriculum development solicits and responds to broad stakeholder input and feedback
- Strong curriculum development is framed by a clear curriculum review cycle aligned with District goals

# Literacy

- Grade-level teams will be solicited, with specialist support
- Principles of backwards design will be implemented
  - a. Philosophy, background, & grade-level outcomes
  - b. Course goals, enduring understandings, essential questions, and knowledge & skills
  - c. Assured assessments & core texts
  - d. Scope & sequence & pacing
- Integrated reading / writing / social studies will be considered
- Attention to issues of inclusion & culturally responsive pedagogy
- Attention to integration of technology to support instruction

# Grade 6 Pre-Algebra

- Attention to appropriate standards-based scope & sequence
- Attention to supporting student learners
- Aim of strong vertical alignment with Grade 5 & Grade 7
- Potential horizontal alignment with other BOW district(s)
- Principles of backwards design will be implemented
  - a. Philosophy, background, & grade-level outcomes
  - b. Course goals, enduring understandings, essential questions, and knowledge & skills
  - c. Assured assessments & core texts
  - d. Scope & sequence & pacing



Questions?

