



Portraits of Change:

*Aligning School and Community Resources
to Reduce Chronic Absence*





Welcome



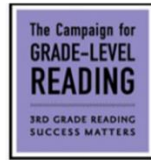
Alicia Lara

Senior Vice President

United Way Worldwide



Convening Partners





New AAM Partners

- ✓ Council of Chief State School Officers
- ✓ Children's Health Fund
- ✓ Georgetown University Center for Children and Families
- ✓ FutureEd



2016 By the Numbers

- More than **431** communities in **47** states plus DC pinned on the Attendance Action Map
- **203,294** website page views in September
- Over **10,000** listserv subscribers
- **1,571** media hits
- **7,458** tweets using #schooleveryday creating **15.8 million** impressions
- **455** superintendents signed Call to Action appearing in EdWeek



2017 Campaign Goals

1. **Expand the public's awareness** of the important role that regular attendance plays in student achievement as well as the need to address common barriers to getting to school particularly for our most vulnerable children. Given its impact on early attendance, we promote special attention to challenges related to physical and behavioral health;
2. **Promote** schools and community partners using data to drive and take action; and
3. **Activate a wide array of stakeholders** (educators and a wide array of likely and unlikely public agencies and community allies) to partner with students and families to reduce chronic absenteeism.



Welcome



Hedy Chang

Executive Director
Attendance Works

**& Members of the
Attendance Works Team**



Poll Question

Do you work at the school,
district, state, or national level?



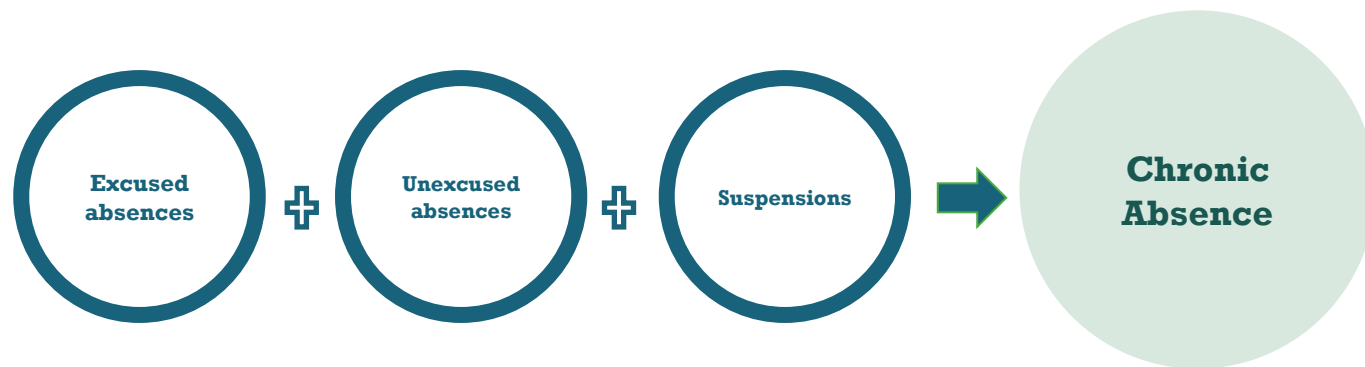
Agenda

1. **Review of Key Concepts**
2. **Portraits of Change**
 - ★ **Hedy Chang**, *Attendance Works*
 - ★ **Bob Balfanz**, *Johns Hopkins & Everyone Graduates Center*
3. **State Response**
 - ★ **Robin Shobe**, *Oregon Department of Education*
4. **Native American/Rural District Response**
 - ★ **Ramona Halcomb**, *Oregon Department of Education*
 - ★ **Carrie Zimbrick**, *Willamina Public Schools*
5. **Urban District Response**
 - ★ **Lorri Hobson**, *Cleveland Metropolitan School District*
6. **Announcements and Resources**



What is Chronic Absence?

Chronic absence is different from **truancy** (unexcused absences only) or **average daily attendance** (how many students show up to school each day).



Chronic absence is missing so much school for any reason that a student is academically at risk. Attendance Works recommends defining it as **missing 10% or more of school for any reason**. For this brief, it refers to **missing 15 or more days** since this is the data point captured in the Civil Rights Data Collection for School Year 2013/14, the only currently available national dataset.



Improving Attendance Matters Because it Reflects:

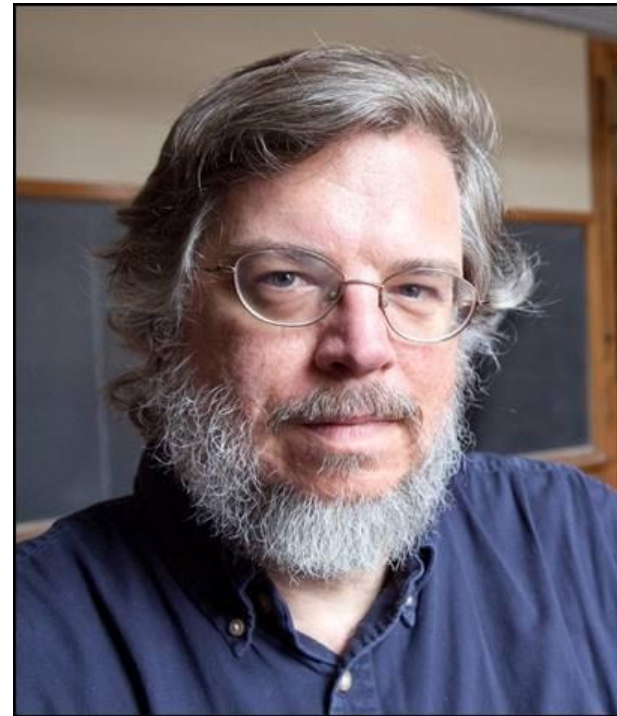
- ✓ **Exposure to language:** Starting in Pre-K, attendance equals exposure to language-rich environments especially for low-income children.
- ✓ **Time on Task in Class:** Students only benefit from classroom instruction if they are in class.
- ✓ **On Track for Success:** Chronic absence is a proven early warning sign that a student is behind in reading by 3rd grade, failing courses middle and high school, and likely to drop-out.
- ✓ **College and Career Ready:** Cultivating the habit of regular attendance helps students develop the persistence needed to show up every day for college and work.
- ✓ **Engagement:** Attendance reflects engagement in learning.
- ✓ **Effective Practice:** Schools, communities and families can improve attendance when they work together.



Portraits of Change



Hedy Chang
Attendance Works



Bob Balfanz
Johns Hopkins University,
Everyone Graduates Center



Key questions examined

1. What are the chronic absence levels in schools across the country?
2. How do levels of chronic absence in schools vary across states?
3. Is there a relationship between particular school characteristics (e.g., ages of students, type of locale and presence of poverty) and higher or lower levels of chronic absence?



Data Sources

- ✓ **Office of Civil Rights Data Collection (CRDC) survey** providing data on how many students missed 15 or more school days, for 95,507 public schools in 16,758 public districts. This report also included updated information submitted by the New York City Department of Education.
- ✓ **Common Core of Data (CCD)**, provided by the National Center for Education Statistics, offering background information on each school. CRDC is the only available source of national data on chronic absence. The CCD includes a school's type (regular, special education, vocational, alternative), level (elementary, middle, high, other) and locale (urban, suburban, town, rural), as well as the percentage of enrolled students eligible for the federal free or reduced-price lunch program (a proxy for low income level).

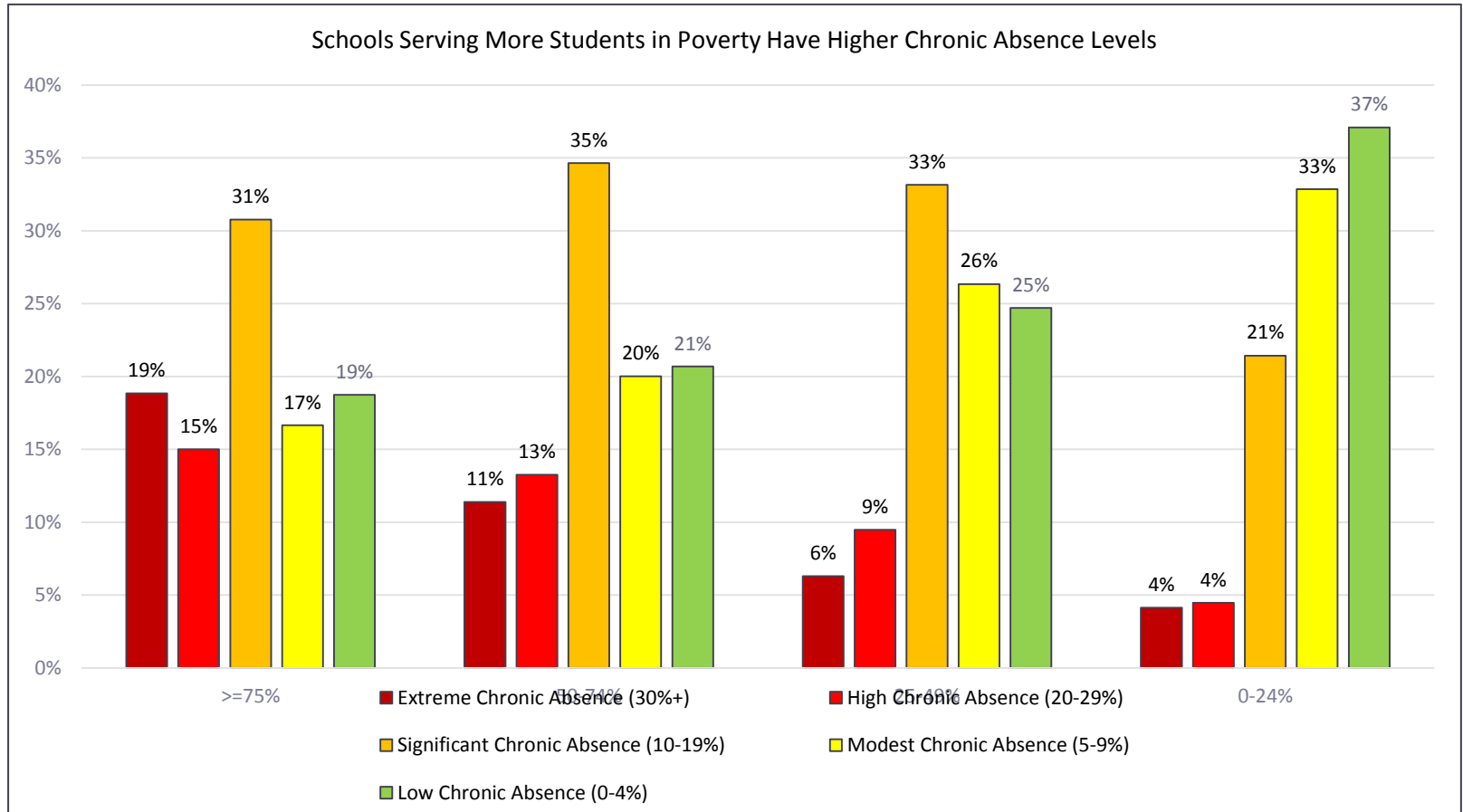


In one out of five schools, 20 percent of students or more are chronically absent, while in slightly more than half of all schools it is < 10 percent

Percent of Students Chronically Absent	Number of Schools	Percent of Schools	
Extreme Chronic Absence (30%+)	9,921	11%	
High Chronic Absence (20-29%)	10,330	11%	
Significant Chronic Absence (10-19%)	28,320		31%
Modest Chronic Absence (5-9%)	21,190		23%
Low Chronic Absence (0-4%)	22,572		24%
Grand Total	92,333		

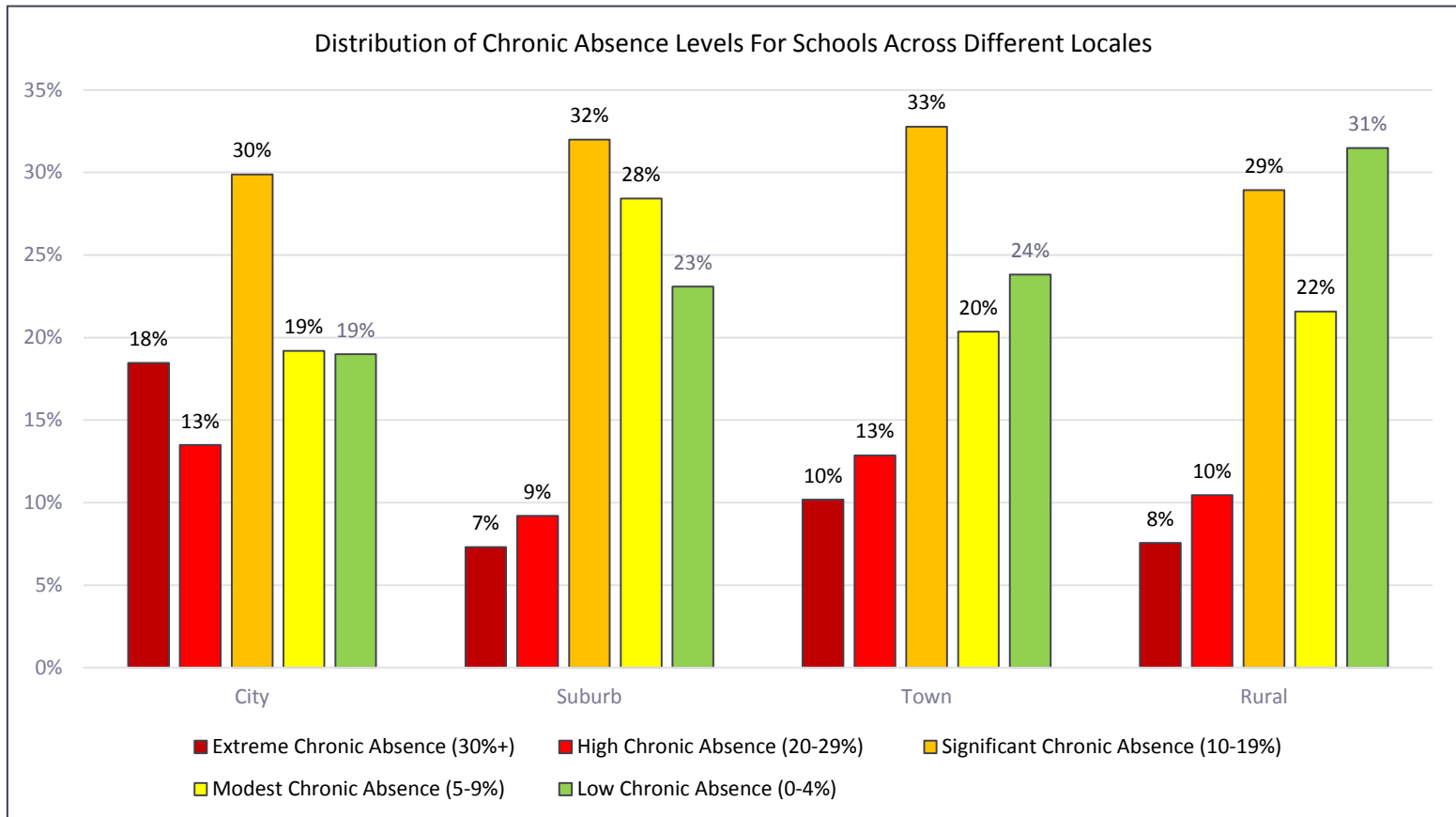


Schools with More Students in Poverty Have Higher Chronic Absence Levels





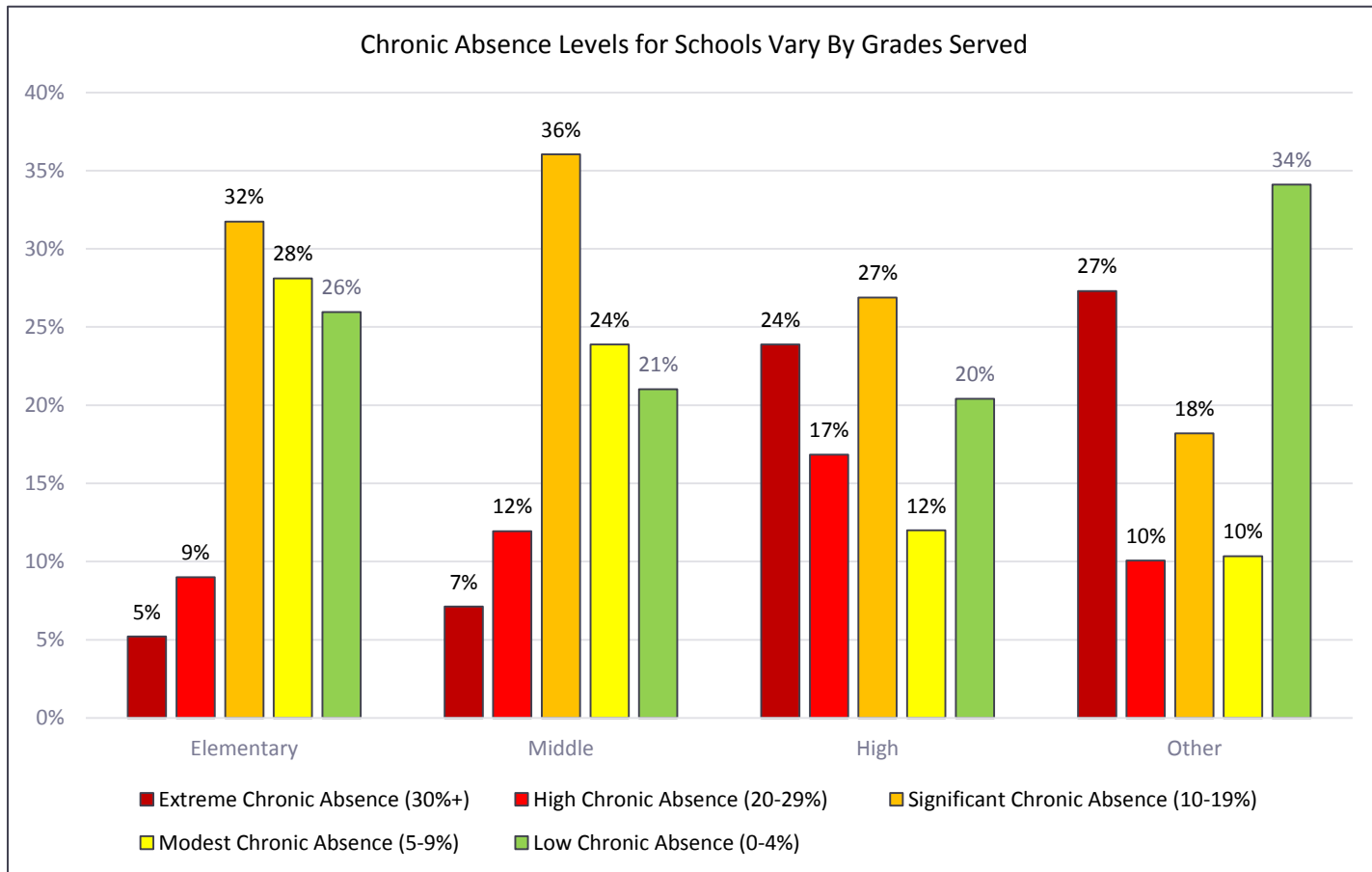
While nationally chronic absence levels are higher in urban areas, this was not always true across states.





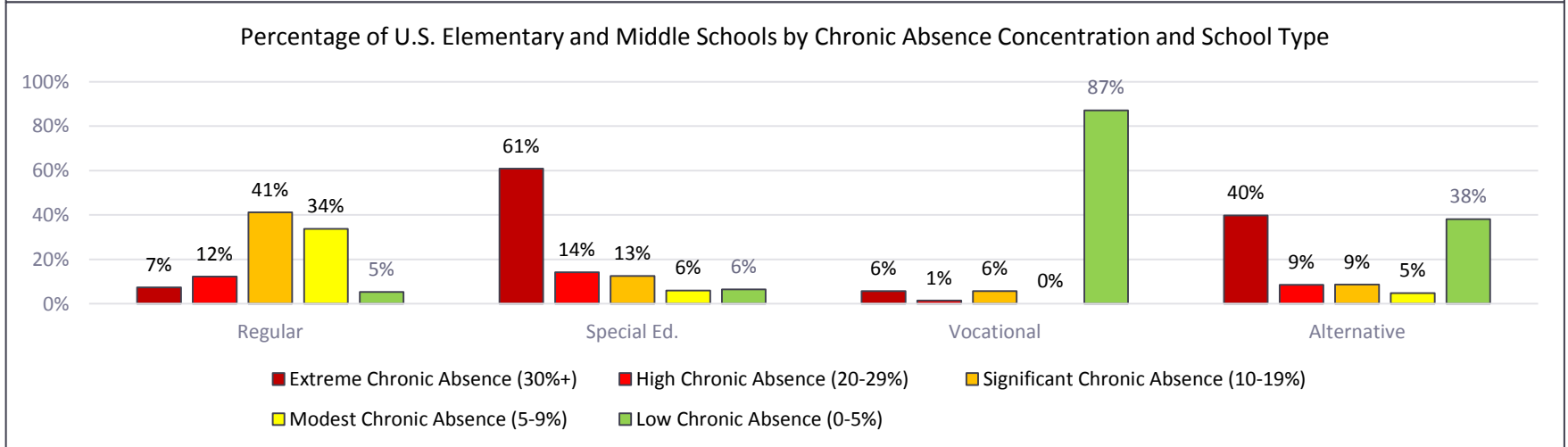
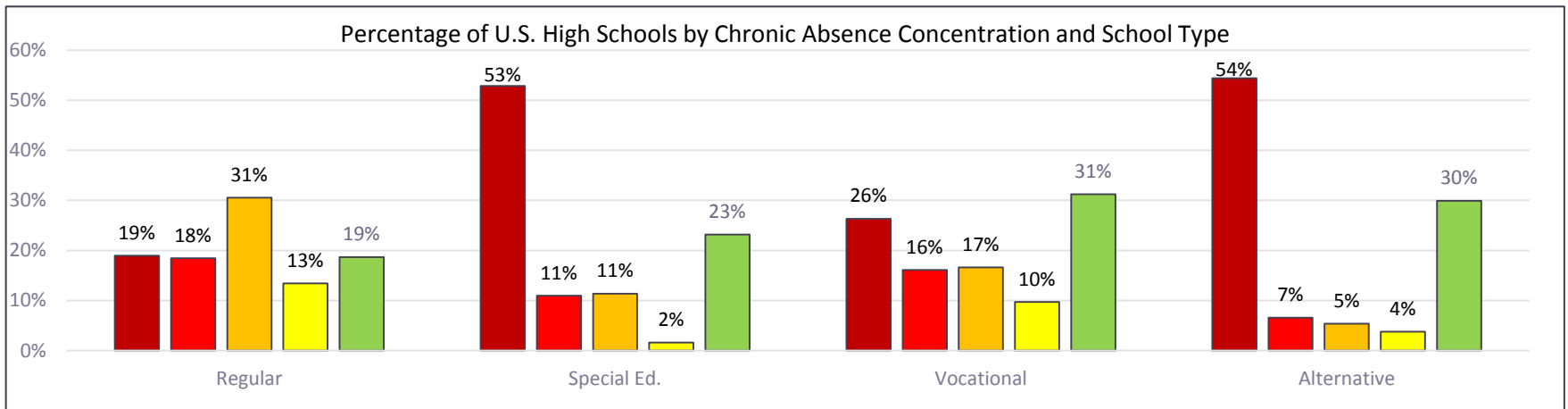
Nationally, chronic absence is highest in high school.

Note: The low overall levels of chronic absence in elementary schools could still be masking high levels of chronic absence in K and 1st





Alternative schools and those serving special education populations experience the highest levels of chronic absence.

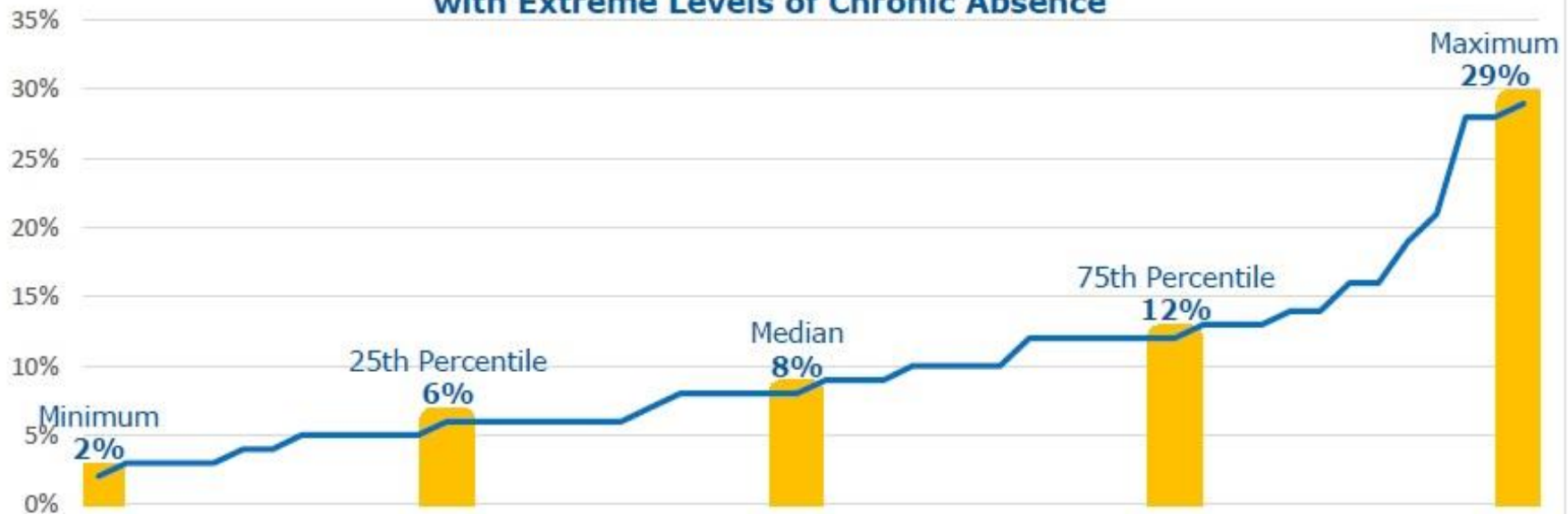




Across 50 States, the Percentage of Schools with Extreme Levels of Chronic Absenteeism Varies Significantly

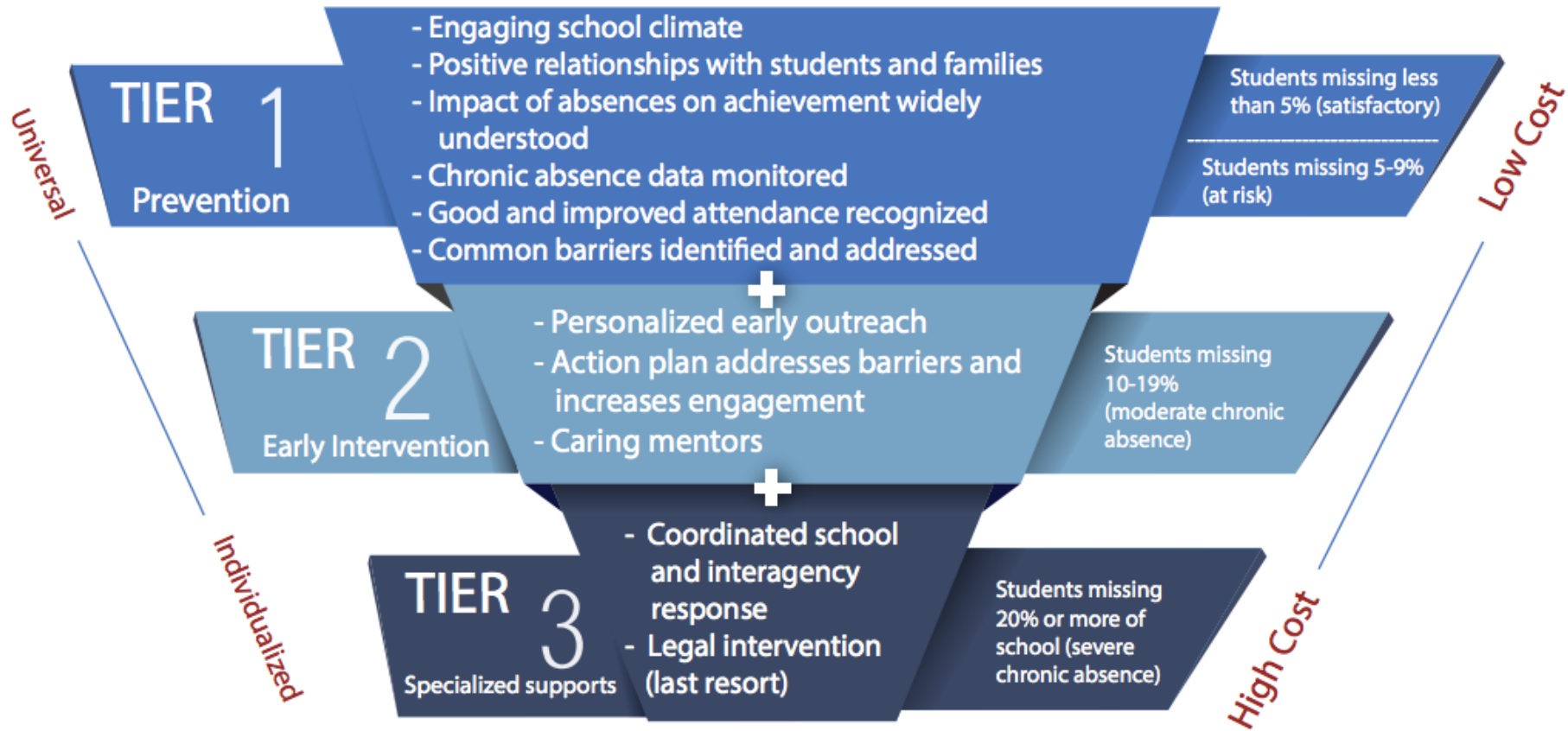
Note: Data files for all 50 states are available at <http://www.attendanceworks.org/research/portraits-of-change/>

Variations across 50 States in the Percentage of Schools with Extreme Levels of Chronic Absence





Invest in Prevention and Early Intervention





Partners for Change

The greater the size of the challenge, the more partners are needed. Many different types of partners can be enlisted, but local government and public agencies are especially important.

- **Businesses**
- **Community Schools Initiatives**
- **Family Support Organizations**
- **Early Childhood Providers**
- **Faith Based Organizations.**
- **Health Providers**
- **Housing Agencies**
- **Hunger Relief Organizations**
- **Institutes of Higher Education**
- **Local Government**
- **National Service/ Volunteers/Mentors**
- **Out of School Time providers**
- **Social Emotional Learning Providers**
- **Social Services**
- **Population-Specific Service or Civic Organizations**
- **Philanthropy (including foundations and United Ways)**

We also encourage folks to tap into existing initiatives and coalitions as resources for engaging/convening potential partners.



The ESSA Opportunity

- ESSA will promote greater public access to chronic absence data since it is a **required reporting metric** on school and district report cards
- Chronic absence is an excellent option for inclusion as an **accountability indicator** since connected to achievement, reliable, can be disaggregated, comparable, and valid.
- 14 out of 17 states submitted ESSA plans with measure of chronic absence included in their accountability systems. Most have defined chronic absence as missing 10% or more of days.



Recommendations for State Action

- ✓ **Step 1: Review Data and Ensure Quality.**
Use current data to calculate levels of chronic absence. Look for trends and assess if steps are needed to improve data consistency and accuracy.
- ✓ **Step 2: Form a State Leadership Team.**
Include a cross-sector team that will take responsibility for organizing action.
- ✓ **Step 3: Develop a Data-Informed Comprehensive System of T.A.**
Offer universal supports, group professional development and intensive T.A.
- ✓ **Step 4: Publicize the Challenge and Available Resources.**
Highlight the scope of the challenge, bright spots and plan for reducing chronic absence.



State Response



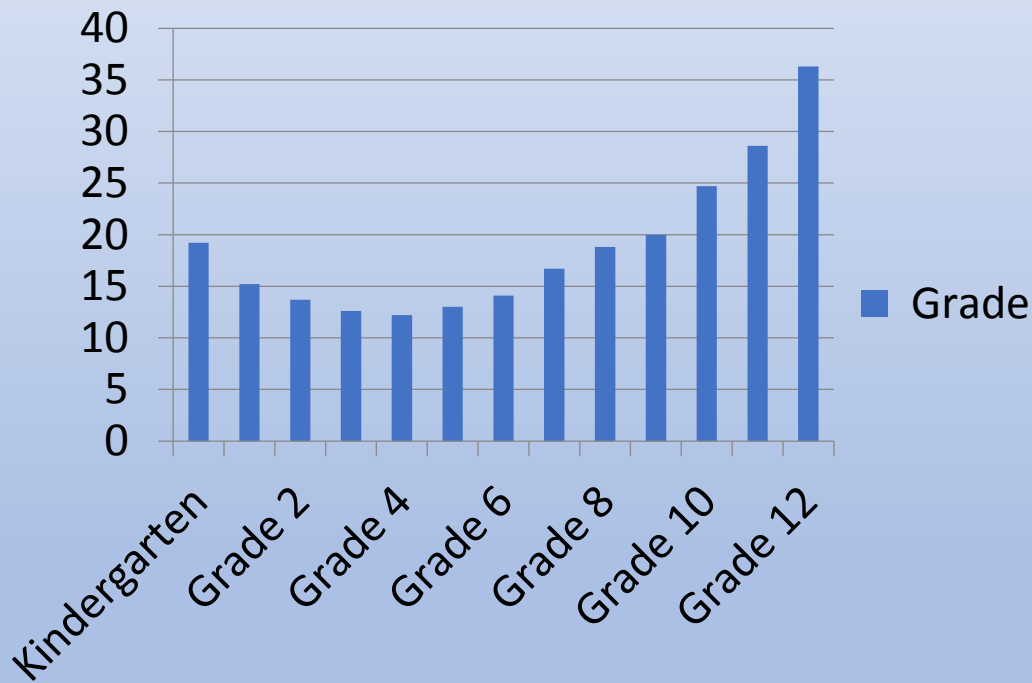
**Robin Shobe, Education Specialist
Oregon Department of Education**

Oregon



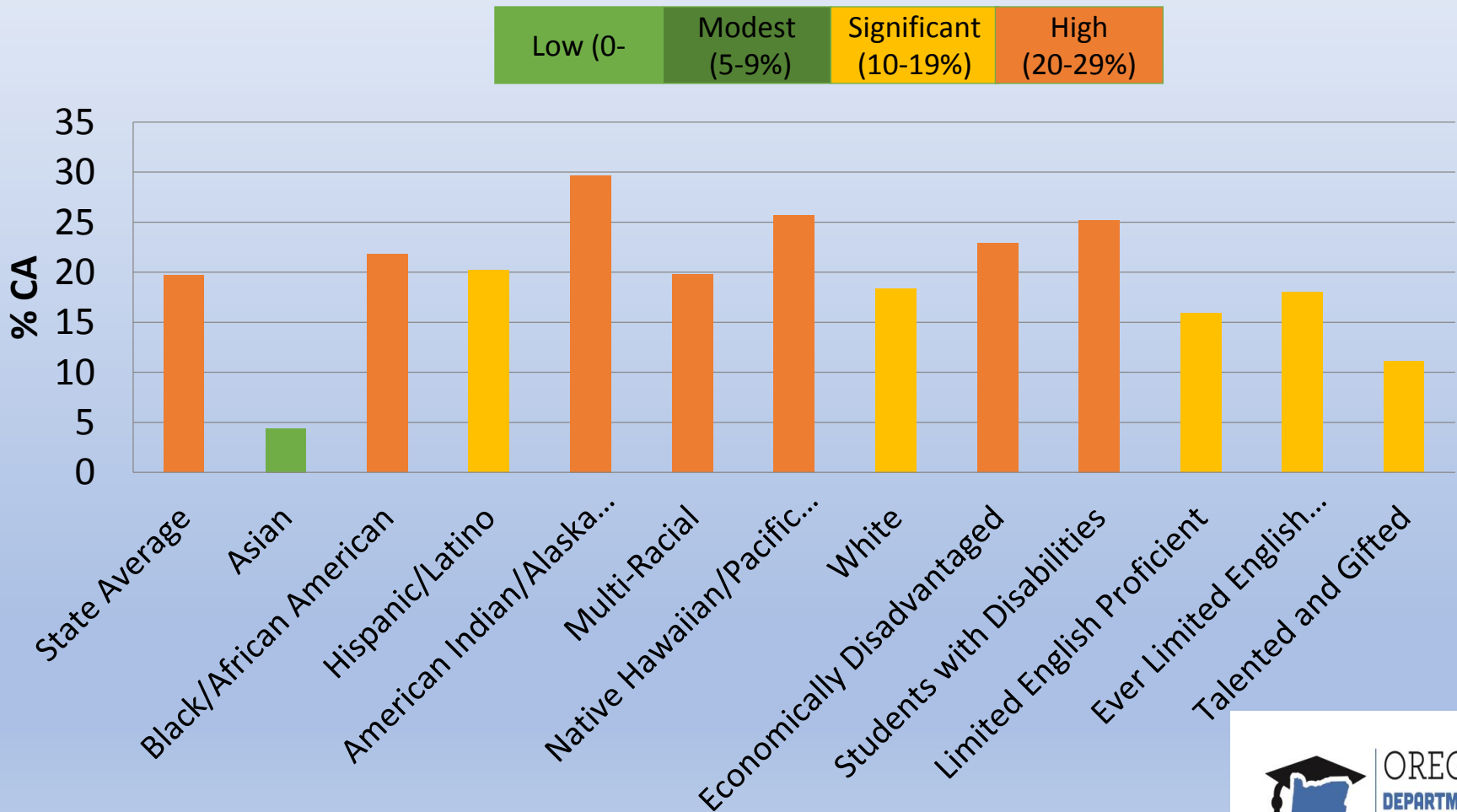
- Approximately 4.1 million people live in Oregon
- 2015-2016 Oregon Department of Education served approximately 550,000 students (Kindergarten through 12th grade)
- 197 School Districts; 19 Education Service Districts
- One of the most geographically diverse states in the U.S.
- 138 of Oregon's 197 School Districts are Rural or Frontier (≤ 6 people per square mile)

Chronic Absenteeism in Oregon by Grade (2015-16 SY)

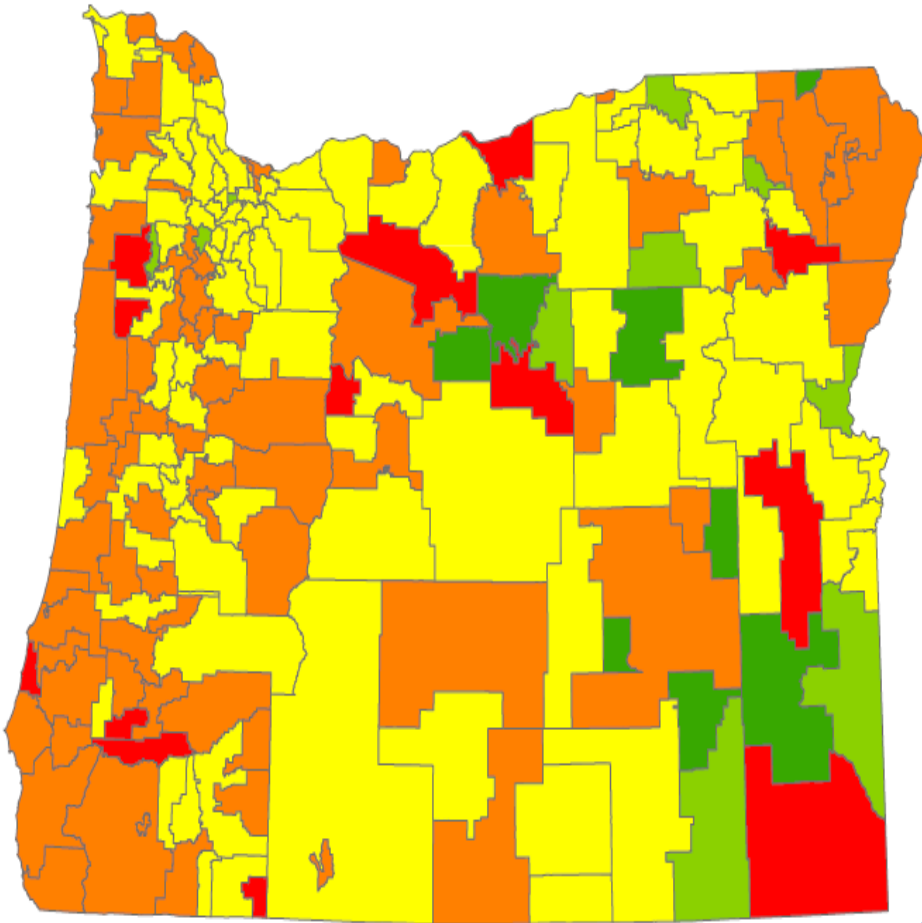


Roughly 1 in 6
students were
chronically absent

Chronic Absenteeism in Oregon by Population (2015-16 SY)



Chronic Absenteeism in Oregon by Geographic Location (2015-16 SY)



Extreme CA 30%
(or more)

High CA 20-29%

Significant CA 10-
19%

Modest CA 5-9 %

Low CA 0-4%

Oregon's Statewide Chronic Absenteeism Plan

- 2015 Legislative session enacted House Bill 4002 which directed the development of a **statewide education plan to address chronic absenteeism**
- Plan written with **broad stakeholder engagement** e.g. Early Learning Division, Public Health Division, Oregon Education Association, school district administrators and teachers, among others.
- 2017 Legislative Session **funded** the State Chronic Absenteeism Plan designed to reduce the number of students and frequency of CA among Oregon students (P-20) who are chronically absent – approximately 102,000 students (2015-16)
- Oregon enjoys support from **key leadership**

Components of Oregon's Statewide Chronic Absenteeism Plan

- A process for publicly disclosing chronic absenteeism **data**
 - Oregon publishes “Not Chronically Absent Data” annually disaggregated by: district, school, grade level and population
 - Chronic Absenteeism identified in Oregon's ESSA plan as non-academic measure
- **Best Practice Guidelines** and **Technical Assistance** to assist Districts in identifying and addressing systemic barriers and put multi-tiered systems in place to prevent and respond to CA and improve attendance
- A process for identifying and supporting districts **in most need** of support (extreme & high rates of CA)
- Development of a **consortia model** to support the needs of all districts across the state including resource allocation and funding

- Statewide & Local Awareness Campaign
- Accessible Chronic Absenteeism Data
- Local Messaging Tool Kit

- Technical Assistance
- Professional Development
- Best Practice Guidelines

Statewide Chronic Absenteeism Plan

Use of a **Consortia Model** to support districts identify root causes, address systemic barriers, implement tiered intervention systems, acquire resources, and braid funding sources when necessary.

- Targeted support to districts with extreme & high levels of chronic absenteeism
- Attendance Coaches



Questions from the Audience





Recommendations for Local Action

- ✓ Step 1: Form A Local Leadership Team
- ✓ Step 2: Map Assets and Secure Additional Partners
- ✓ Step 3: Unpack Causes (Myths, Barriers, Aversion, Disengagement)
- ✓ Step 4: Develop and Implement Solutions
- ✓ Step 5: Assess Results



Portraits of Change

Demonstrate that chronic absence has been reduced in a whole range of settings. The size of the problem shapes the response.

- ✓ *Cleveland, Ohio – An urban district tackles extreme chronic absence through a combination of strong district leadership, staff training and community partners.*
- ✓ *Grand Rapids, Michigan – Persistence, partnership and clear messaging help reduce chronic absence districtwide in an urban district.*
- ✓ *New Britain, Connecticut – Using data to target resources to reduce chronic absence among young students in a diverse district.*
- ✓ *Long Beach, California – Enlisting the community to focus on schools with the highest chronic absence as part of a district-wide campaign.*
- ✓ *Contra Costa County, California – An alternative school improves attendance by leveraging the power of a learning network and county education office.*
- ✓ *Oregon Tribal Attendance Pilot Project– Schools, Native American families and tribes partner to reduce chronic absence in rural communities.*



Portraits of Change

Demonstrate that chronic absence has been reduced in a whole range of settings. Size of the problem shapes the response.

- ✓ Trenton, New Jersey – A *“full court press”* makes a difference in improving attendance in an urban middle school.
- ✓ Springdale, Arkansas – An elementary school tailors strategies to the culture and needs of families.
- ✓ West Newfield, Maine – A small rural school benefits from a larger prevention-oriented attendance effort.
- ✓ Phoenix, Arizona – A K-8 school improves attendance by creating a positive and safe school climate.
- ✓ Baltimore, Maryland – A K-12 Charter school network lays a foundation for excellent attendance through relationship building and engaging educational experiences.



Native American/ Rural Response



Ramona Halcomb
Indian Education Specialist
Oregon Department of
Education



Carrie Zimbrick
Superintendent
Willamina Public Schools

TAPP Overview

33%

19%



TAPP's Key Components

- Trust-building
- Co-constructing family advocate position with School District and Tribe
- Applicant Pool is screened by tribe and hired by school district
- Attendance incentives, family engagement activities and positive marketing campaign regarding attendance
- \$155K for Biennium



Preliminary Results

Working in seventeen schools in nine school districts

Results from 2016-17 Tribal Attendance Pilot Projects

Comparison	2015-16 to 2016-17-TAPP Year # of schools	Change in Percent Across Range
Decrease (or Improvement) in Students Chronically Absent	10	3 to 38 percent improvement
Increase in Students Chronically Absent	6	-3 to -15 percent among five schools; one outlier school increased rate by a -34.5 percent
No Change	1	<1 percent

Willamina School District

At A Glance



- Total enrollment K-12: 911 students (485 ES, 140 MS, 286 HS)
- Two schools: one elementary, one middle and high school
- Covers 254 sq. miles of Western Yamhill and Polk counties along with small portions of Tillamook and Lincoln counties
- A majority of the Confederated Tribes of Grand Ronde Reservation land lies within the District boundaries

Willamina School District Changes Chronic Absence Rates

	All Students			American Indian Students		
	2015-2016	2016-2017	Change	2015-2016	2016-2017	Change
Willamina Elementary School	38.43%	28.92%	-9.51%	43.22%	36.51%	-6.71%
Willamina Middle School	49.24%	35.19%	-14.05%	45.45%	42.42%	-3.03%
Willamina High School	45.12%	39.60%	-5.52%	55.36%	48.28%	-7.08%

Thank you!

Ramona Halcomb

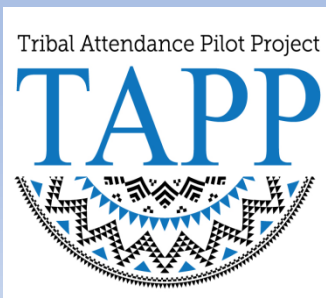
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Carrie Zimbrick

Superintendent
Willamina School District
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<http://www.willamina.k12.or.us/district>
503-876-1501

Tribal Attendance Pilot Projects:

<http://www.oregon.gov/ode/students-and-family/equity/NativeAmericanEducation/Pages/Tribal-Attendance-Pilot-Projects.aspx>





Questions from the Audience





Urban Response



Lorri Hobson
Cleveland Metropolitan School District

Cleveland Metropolitan School District Demographics

- Cleveland has 37,000 scholars
 - 67 K-8 schools
 - 3 K-12 schools
 - 32 9-12 schools
- 100% on Free and Reduced Price Lunch
- 65% African-American, 15% White, 16% Hispanic/Latino; 9% Limited English Proficient

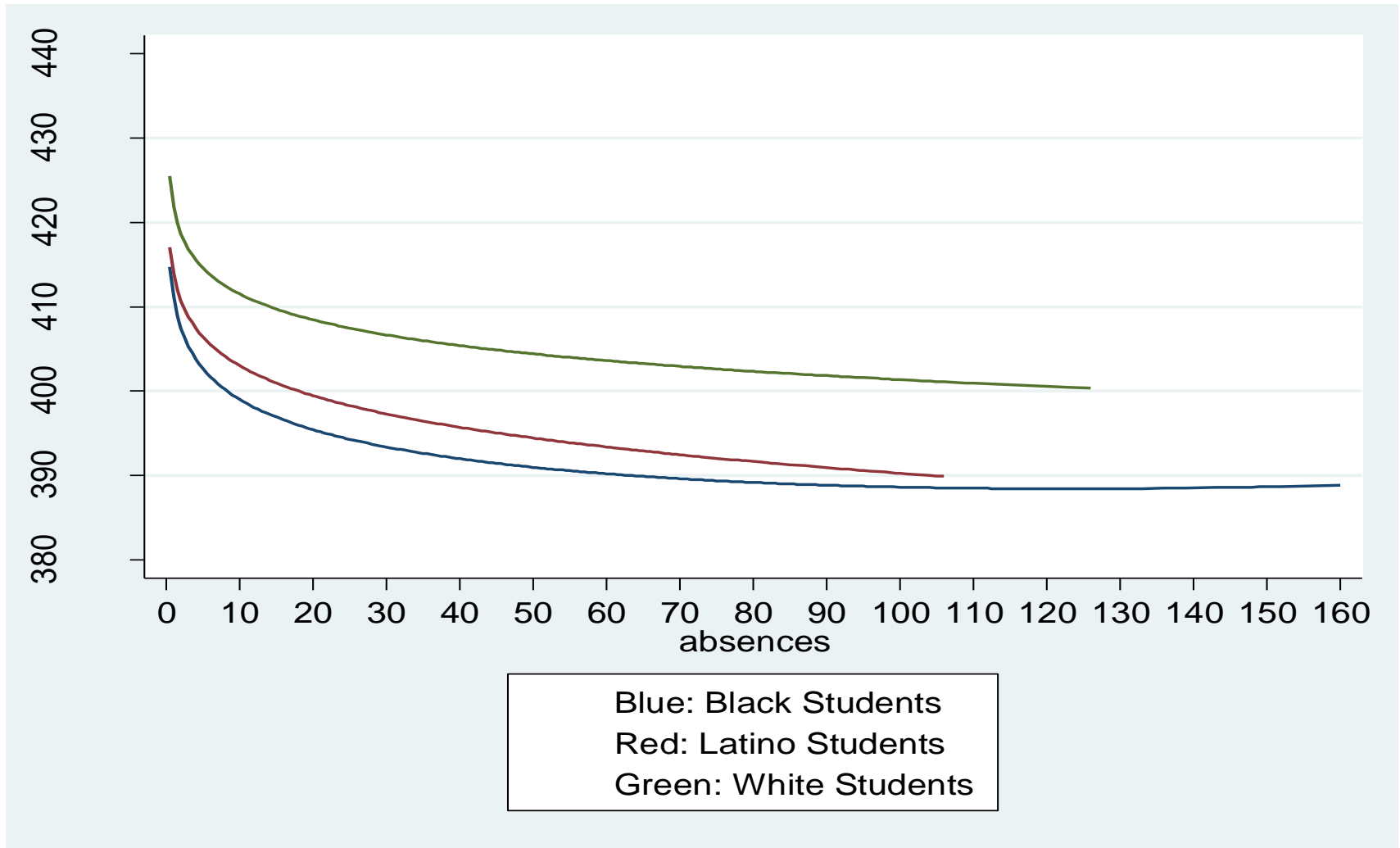


Data Context

- In 2014-15, chronic absenteeism (missing more than 18 days) approached 50% district-wide.
- Attendance strongly related to:
 - Math and Reading scores on state assessments (OAA & OGT)
 - The probability of being on-track to graduate
- The first 10 absences from school decreases Math scores by 15 points.
 - The next 10 absences decrease Math scores by 5 points
- The first 10 absences from school decreases Reading scores by 12 points.
 - The next 10 absences decrease Reading scores by 4 points.
- Increased absences are significantly and substantively related to going off track to graduate.
 - The first 10 absences are associated with a 34% drop in probability of being “on-track” to graduate for 9th and 10th graders
 - Change from 73% to 39%



Predicted Reading Scores, as absences increase



“Get 2 School, You Can Make It!”

- In the summer of 2015, with the CEO’s commitment and leadership, the Cleveland Metropolitan School District (CMSD) launched an attendance campaign to address one of the most significant barriers to student achievement, chronic absenteeism.
 - Ohio Department of Education =Chronic Absenteeism missing at least 10%
(18 days) of the full academic year for any reason
 - CMSD = Chronic Absenteeism missing at least 10 days for the full academic year for any reason



Campaign Activities

- Established a campaign committee
- Outreach to stakeholders in labor, central office and departments who touch attendance: transportation, security, secretaries, principals to be a part of the campaign
- Outreach to partners in the community including the Cleveland Browns, McDonalds, Cleveland City Council and county leaders, Faith Based Community, local businesses, parent groups



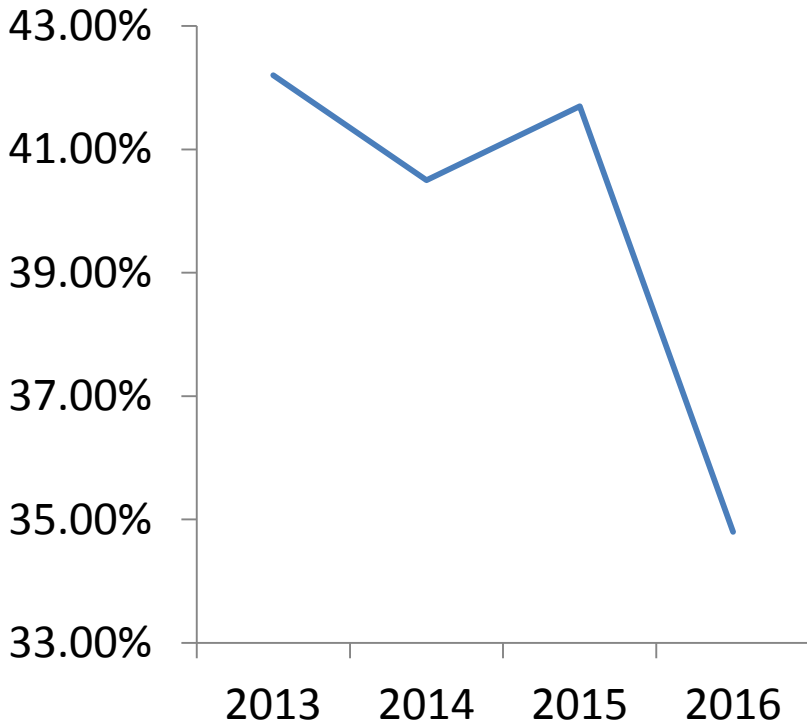
Attendance Strategies

- Phone Banking
- Canvassing
- Clap Ins
- College Scholarship Opportunities with PBS
- Giveaways/Celebrations
- Social Media
- Professional Development



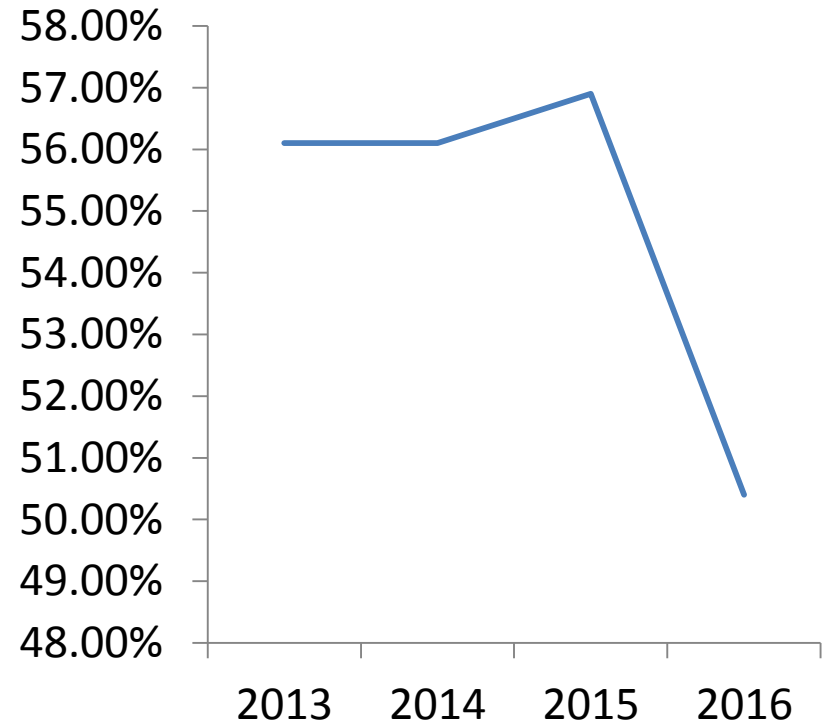
Outcomes: The Numbers

Percent Chronically Absent



— Percent Chronically Absent

Students missing 10+ days



— Students missing 10+ days



Stable last year and with results showing where work needs to deepen

- Seeing some impact from immigrant scholars feeling insecure due to broader community challenges
- High school grades still have highest chronic absence
- Most significant improvement in middle school where we see the benefits of a long-standing investment in social emotional learning
- Improvements occurring in third grade but still need to expand work in K and 1st



Outcomes

- Became known as state leaders on truancy and began to be invited by legislators to share results and findings
- Became involved in My Brother's Keeper initiatives
- Advocated on bills introduced in the state legislature on truancy using data that shows what works for large urbans
- Began changing culture in schools on attendance
- Built trust in our organization from residents
- Created a brand for the next school levy
- Developed a system of phone banking that created a volunteer culture among central office
- Connected to residents and community leaders on something that resonated with all citizens





Questions from the Audience





Cross-Cutting Discussion

How can states and districts support schools with extreme levels of chronic absence?



Announcements



Cecelia Leong

Associate Director for Programs

Attendance Works



Resources Available

- ★ Attendance Campaign Webinar Series
- ★ Regular Email Blasts to Campaign Supporters
- ★ Updating the Count Us In! Toolkit
- ★ Attendance Awareness Month Website
- ★ Research Brief



Watch the Entire 2017 Webinar Series Again

- ★ **March 28:** Reducing Chronic Absence: It's a Matter of 1, 2, 3!
- ★ **May 23:** It Takes Two: Adding Early Intervention Strategies to Address Chronic Absence
- ★ **August 8:** The Secret Formula 1+2+3: Improving Attendance for our Most Vulnerable Students
- ★ **September 12:** Portraits of Change

<http://www.attendanceworks.org/peer-learning-resources/>

Mentoring *In Real Life* & Attendance Week



The graphic is divided into two main sections. The top section has a white background on the left and a light blue background on the right. On the white background, there is a colorful geometric logo above the word "MENTOR" in bold black letters. Below that is a circular seal for "ATTENDANCE AWARENESS 2017" featuring two children and the text "ENGAGEMENT • ATTENDANCE". The light blue background contains the text "MENTORING & ATTENDANCE AWARENESS" in large blue letters, followed by "Twitter Chat" in a smaller blue font, and the date and time "Thursday September 14, 2017 3 PM EST/ 12 PM PST" in a smaller blue font. The bottom section of the graphic is a photograph of a graduation cap with the hashtags "#MentorIRL" and "#SchoolEveryDay" overlaid in white text.

MENTOR

ATTENDANCE AWARENESS
2017
ENGAGEMENT • ATTENDANCE

**MENTORING
& ATTENDANCE
AWARENESS**

Twitter Chat

Thursday September 14, 2017
3 PM EST/ 12 PM PST

#MentorIRL
#SchoolEveryDay

- September 11-17, 2017
- Week is focused on amplifying the message that quality mentoring *In Real Life* can be instrumental to improving attendance and academic success.
- Join us for an engaging Twitter chat 9/14!
- Promotional toolkit will be available soon with social media messages, graphics and more.

NATIONAL STUDENT ATTENDANCE, ENGAGEMENT, AND SUCCESS CENTER

Via Facebook Live



NSAESC

National Student Attendance, Engagement, and Success Center

Join us for two sessions from the Success Mentor Peer Learning Convening, broadcast via Facebook Live!

View both sessions at The Everyone Graduates Center's Facebook page, located at: www.facebook.com/EveryoneGraduatesCenter

9/19 at 1:15 Eastern & 9/19 at 4:00 Eastern



Support AAC 2017



<http://www.attendanceworks.org/donate-to-attendance-works/>



Call to Action: Role of Collaborating Partners

- Download our free materials and toolkit and share with local districts.
- Encourage schools and community partners to join our listserv: 10,000+ members.

PROMOTE LOCALLY



What to Do When: At a Glance



Let's get started!

- Convene coalition
- Recruit partners
- Meet with district
- Enlist health care providers
- Launch poster contests and other marketing campaigns

Early Summer

Getting into specifics

- Distribute talking points
- Enlist elected officials & celebs
- Line up incentives
- Analyze data



Late Summer

It's Go Time

- Tape PSAs
- Begin media outreach
- Print banners & posters
- Plan assemblies and Back-to-School events
- Launch door-knocking campaigns

Back to School!

- Release proclamations
- Host Back-to-School events
- Host press conferences
- Share data
- Spread the word!





Pin on the 2017 Action Map

- ✓ Post your community's plans for Attendance Awareness Month 2017 on the map!
- ✓ Prize will be awarded to the state with the most pins!



<http://awareness.attendanceworks.org/aam-map-form-2017/>



Superintendent's Call to Action

Own the issue

**Mobilize the
Community**

**Drive with
Data**

To sign-up for the Call to Action, or to learn more, please visit:
www.attendanceworks.org/superintendents-call-to-action



Webinar Recording

We will post a recording of this webinar within
72 hours at:

<http://www.attendanceworks.org/peer-learning-resources/>



Feedback

Please let us know how we can improve:

<https://www.surveymonkey.com/r/Portraits-of-Change>

Thank you to our sponsors!

With special appreciation to:

Campaign for Grade-Level Reading
Kellogg Foundation
The California Endowment

