EVERY STUDENT, EVERY DAY

No Matter What: Realizing the Power of Chronic Absence Data to Ensure Safe, Supportive Schools for All Students

December 7, 2016

MY BROTHER'S KEEPER
MBK

DEPARTMENT OF EDUCATION · UNITED STATES OF AMERICA

Every Student, Every Day National Partners

Poll: At what level are you engaged in?

- School
- District
- State
- Federal
- Multiple levels

Why Realizing the Power of Chronic Absence is Essential: What is at stake?

Jessica's Story

EVERY STUDENT, EVERY DAY

How to Realize the Power of Chronic Absence Data

Effective **systems of support** rely on the effective use of chronic absence data.

- **Actionable data**: Early and ongoing identification of at-risk students

- **Positive Engagement**: Ensuring that students and families know that schools and communities care for them

- **Capacity Building**: Enhancing adults and systems' ability to understand and meet the needs of all students

- **Shared Accountability**: Chronic absenteeism is everyone's responsibility

- **Strategic Partnerships**: Schools need to be connected to organizations and agencies across a community to support all students

EVERY STUDENT, EVERY DAY

ESSA: A Unique Opportunity

Ongoing implementation of the **Every Student Succeeds Act** (ESSA) gives states, districts, schools, and communities the unique opportunity to take systems of support to scale in order to ensure students' daily attendance, high achievement, and health and wellness.

- **Titles I**, **II**, and **IV** include allowable activities and approaches, including educator and staff training, related to addressing chronic absence

- States must now report **annual chronic absence data** on all students disaggregated by subgroup

ESSA: A Unique Opportunity

Additionally, ESSA enhances state and local accountability by requiring at least **five measures** of student performance, including:

- Student engagement
- Educator engagement
- Access to and completion of advanced coursework
- Postsecondary readiness
- School climate and safety
- Any other indicator the state chooses that meets the requirements of this clause (e.g. chronic absenteeism)

Chronic Absence Meets Key Criteria for School Quality and Student Success

ESSA: States must establish a measure of school quality or student success	Chronic Absence
Valid	✓
Reliable	✓
Calculated the same for all schools and school districts across the state	✓
Can be disaggregated by student sub-population	✓
Is a proven indicator of school quality	✓
Is a proven indicator of student success	✓

ESSA: A Unique Opportunity

- ESSA plan **timelines** are looming.

- This virtual summit is meant to support states and districts in designing and enacting their plans.

- Important to prioritize the early years and PreK-Kindergarten since chronic absence and its effects manifest early among children and families.

- Without sufficient investment in early identification, prevention, and intervention, efforts to boost attendance and achievement could be undermined.

Critical Importance of Interagency Partnerships

- Schools **cannot** do this work alone.

- Supporting all students requires **inter- and intra-agency coordination** to address students varies needs, including health, housing, nutritional, and justice concerns.

- System leaders should **prioritize** interagency partnerships and incentivize work that breaks down silos between agencies and schools.

- A **plethora of resources** exist to support interagency partnerships.

Critical Importance of Interagency Partnerships

- Examples of effective **interagency partnership** to address and eliminate chronic absenteeism include:

  - ED, HUD, HHS, DOJ, and White House partnership to enhance federal policy: *MBK Every Student, Every Day Initiative*

  - Kent School Services Network (Kent Co., Michigan)

  - New York City Community Schools Approach

  - Hayward (CA) Schools/District Attorney Partnership

Summit Overview

1. **Why Chronic Absence Matters**

2. **What It Takes** to Reduce Chronic Absence

3. **Making It Real**: Featured Guest Presentations

- What have you done to reduce chronic absence? What's been the impact? Who's been involved?

- What helps to advance the work? What can districts, states, and the federal government do?

4. **National Student Attendance, Engagement, and Success Center**

What It Takes to Reduce Chronic Absence

What is Chronic Absence?

Average Daily Attendance	**How many students show up to school every day?** The percent of enrolled students who attend school each day. It is used in some states for allocating funding.
Truancy	**Who is missing school without permission?** Typically refers only to unexcused absences. Each state has the authority to define truancy and when it triggers legal intervention.
Chronic Absence	**Who is missing so much school they are academically at risk?** Broadly means missing too much school for any reason -- excused, unexcused, etc. Most researchers and a growing number of states define it as missing 10% of school. OCR currently define it as missing 15 days.

Additional analysis found chronic absence is both widespread and highly concentrated.

PREVENTING MISSED OPPORTUNITY:
Taking Collective Action to Confront Chronic Absence

SEPTEMBER 2016

Table 1. Where are the Nation's CA Students found, By Quarter and By District? 2013-14

	Total Number of Students Chronically Absent (CA)	Number of Districts	Average Number of Students CA	Min Number Students CA	Max number of Students CA	Percent of All Districts
ALL	6,472,466	16,240	399	0	72,376	100
1st Quarter	1,618,012	13,943 *	116	0	587	86
2nd Quarter	1,617,319	1,642	985	587	1,805	10
3rd Quarter	1,618,036	530	3,053	1,806	5,729	3
4th Quarter	1,619,079	124	13,057	5,817	72,376	1

Includes 1,798 districts reporting 0 chronically absent students

Over 50% of chronically absent students were found in 4% of districts and 12% of schools.

These included 2 types of districts: relatively affluent, & large but still have significant number of students in poverty and high poverty, racially segregated urban districts with high rates of chronic absence

Where are the Nation's Chronically Absent Students Found?

Chronic Absence Story Map

Introduction | Where are the 4% of Districts? | Two Large Suburban Districts | High Minority-High Poverty Urban Districts | High Rates - Mostly Rural | Data Notes

Half of the nation's chronically absent students were concentrated in 4 percent of the 16,240 school districts that reported the number of chronically absent students. These 654 districts were spread across 47 states and Washington D.C.

Overall, 47 percent were modest to large urban districts. About half of the urban districts had extremely high rates of chronic absence and poverty and were mostly comprised of students from communities of color (largely African American and Latino). Another 45 percent were suburban districts, and while their rates often were close to the national average, their large numbers reflect the sheer size of each district and their growing populations of low-income students.

Click on a school district to view its data.

School Districts
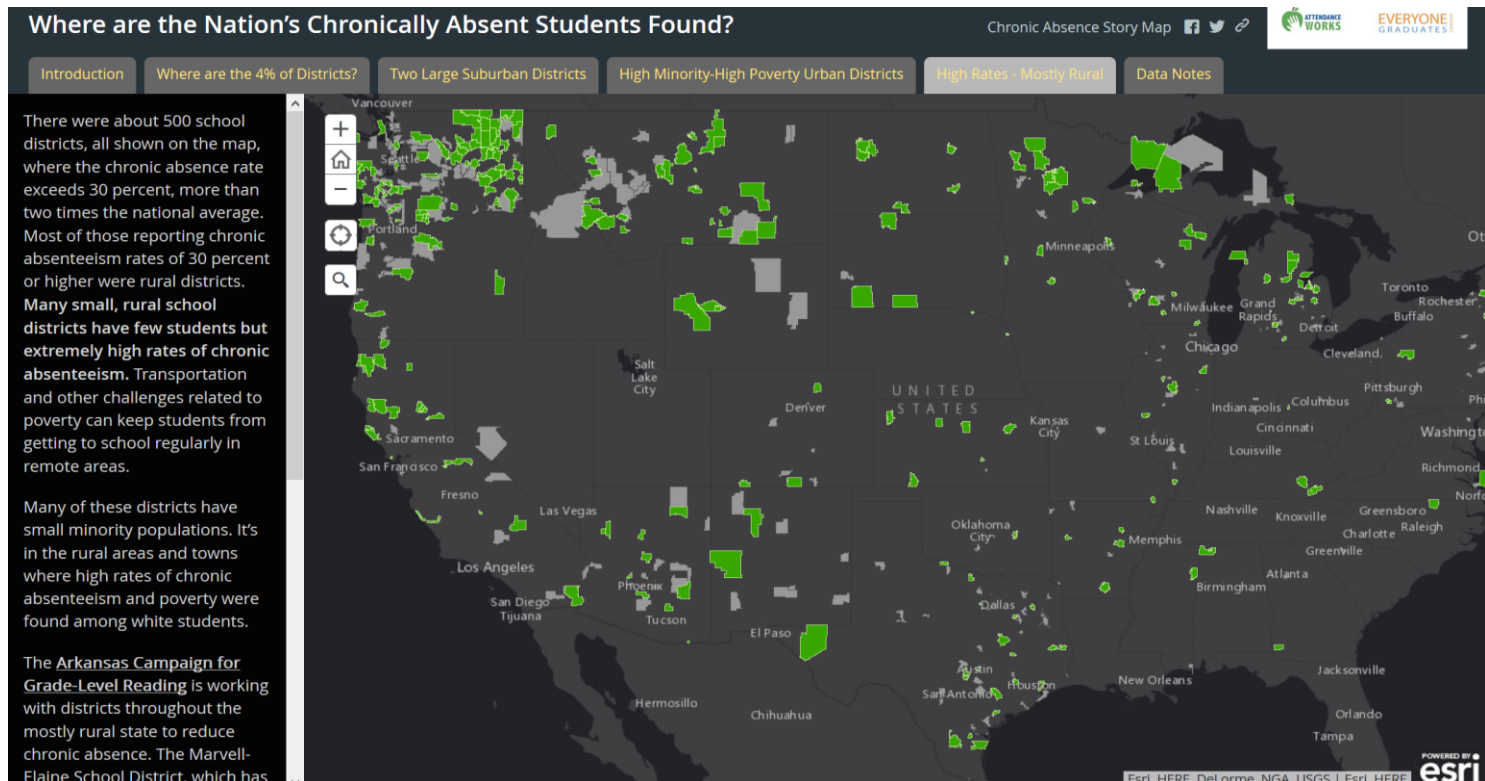- City
- Suburb
- Town
- Rural

See Chronic Absence Story Map at http://arcg.is/29jPgaZ

16
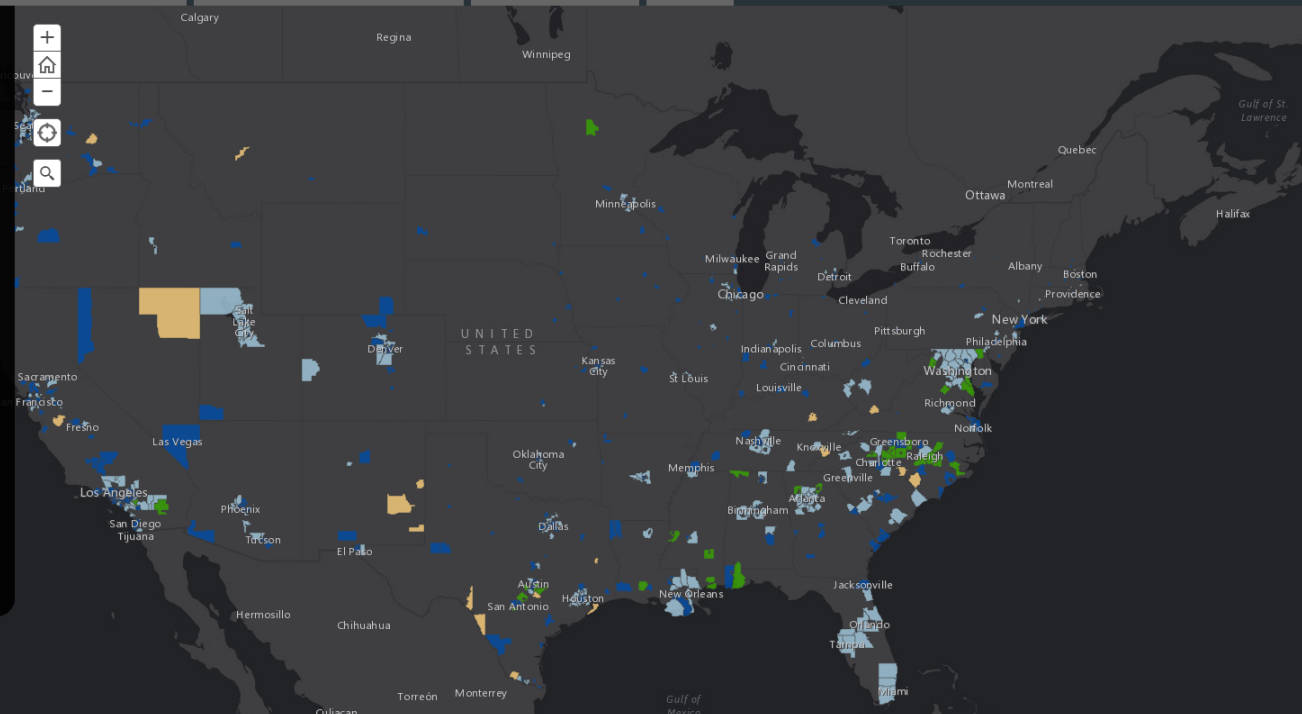
What about rural communities?

> Many small, poor rural school districts have few students but face high rates of chronic absenteeism.

Where are the Nation's Chronically Absent Students Found?

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There were about 500 school districts, all shown on the map, where the chronic absence rate exceeds 30 percent, more than two times the national average. Most of those reporting chronic absenteeism rates of 30 percent or higher were rural districts. **Many small, rural school districts have few students but extremely high rates of chronic absenteeism.** Transportation and other challenges related to poverty can keep students from getting to school regularly in remote areas.

Many of these districts have small minority populations. It's in the rural areas and towns where high rates of chronic absenteeism and poverty were found among white students.

The Arkansas Campaign for Grade-Level Reading is working with districts throughout the mostly rural state to reduce chronic absence. The Marvell-Elaine School District, which has

See Chronic Absence Story Map at http://arcg.is/29jPgaZ
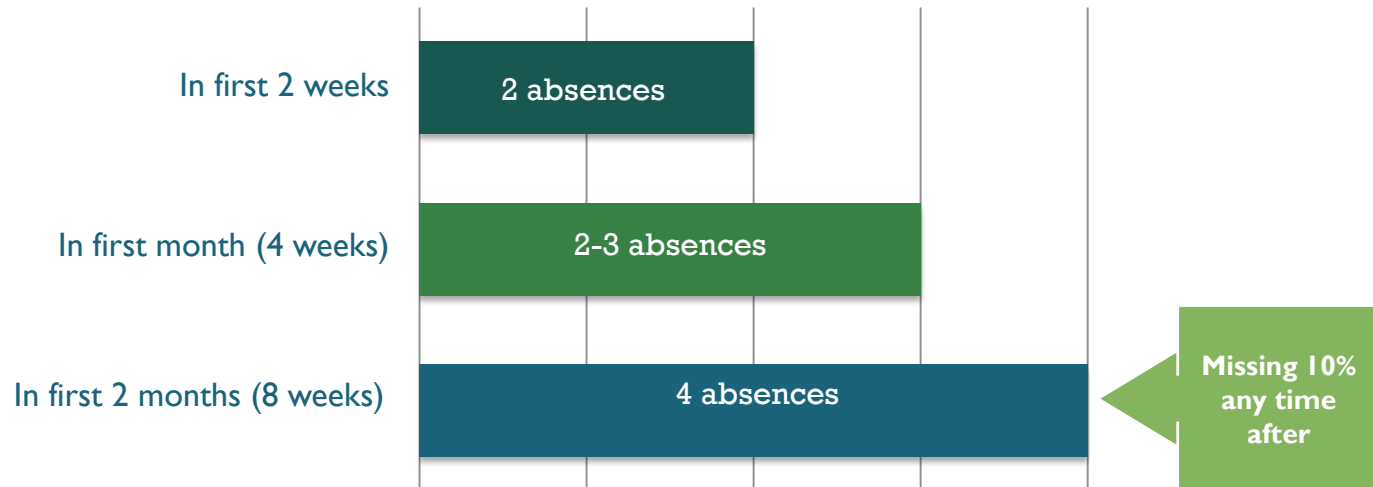
What are implications for action?

All states and districts should use current data to determine how much chronic absence is a challenge for students

1. **Invest in consistent and accurate data collection**

2. **Use data to understand need and disproportionate impact in order to target resources**

3. **Leverage data to identify and celebrate bright spots**

4. **Share data with key stakeholders and equip them to unpack barriers and take action**

5. **Create shared accountability, leveraging ESSA**

Use 10% definition to promote early warning

✓ Chronic absence (missed 10% or more of school) in the prior year, assuming data is available.

✓ And/or starting in the beginning of the school year, student has:

In first 2 weeks	2 absences
In first month (4 weeks)	2-3 absences
In first 2 months (8 weeks)	4 absences

Missing 10% any time after

Unpack and address contributing factors to chronic absence

Myths

- Absences are only a problem if they are unexcused
- Don't realize just missing 2 days per month can affect learning
- Attendance only matters in the older grades

Barriers

- Lack of access to health or dental care
- Chronic illness
- Poor Transportation
- Trauma
- No safe path to school
- Homelessness

Aversion

- Child struggling academically or socially
- Bullying
- Ineffective and exclusionary school discipline
- Parents had negative school experience
- Undiagnosed disability

Disengagement

- Lack of engaging relevant, culturally responsive instruction
- No meaningful relationships with adults in school
- Vulnerable to being with peers out of school vs. in school
- Poor school climate

Recommended Site-Level Strategies

A. Recognize Good and Improved Attendance
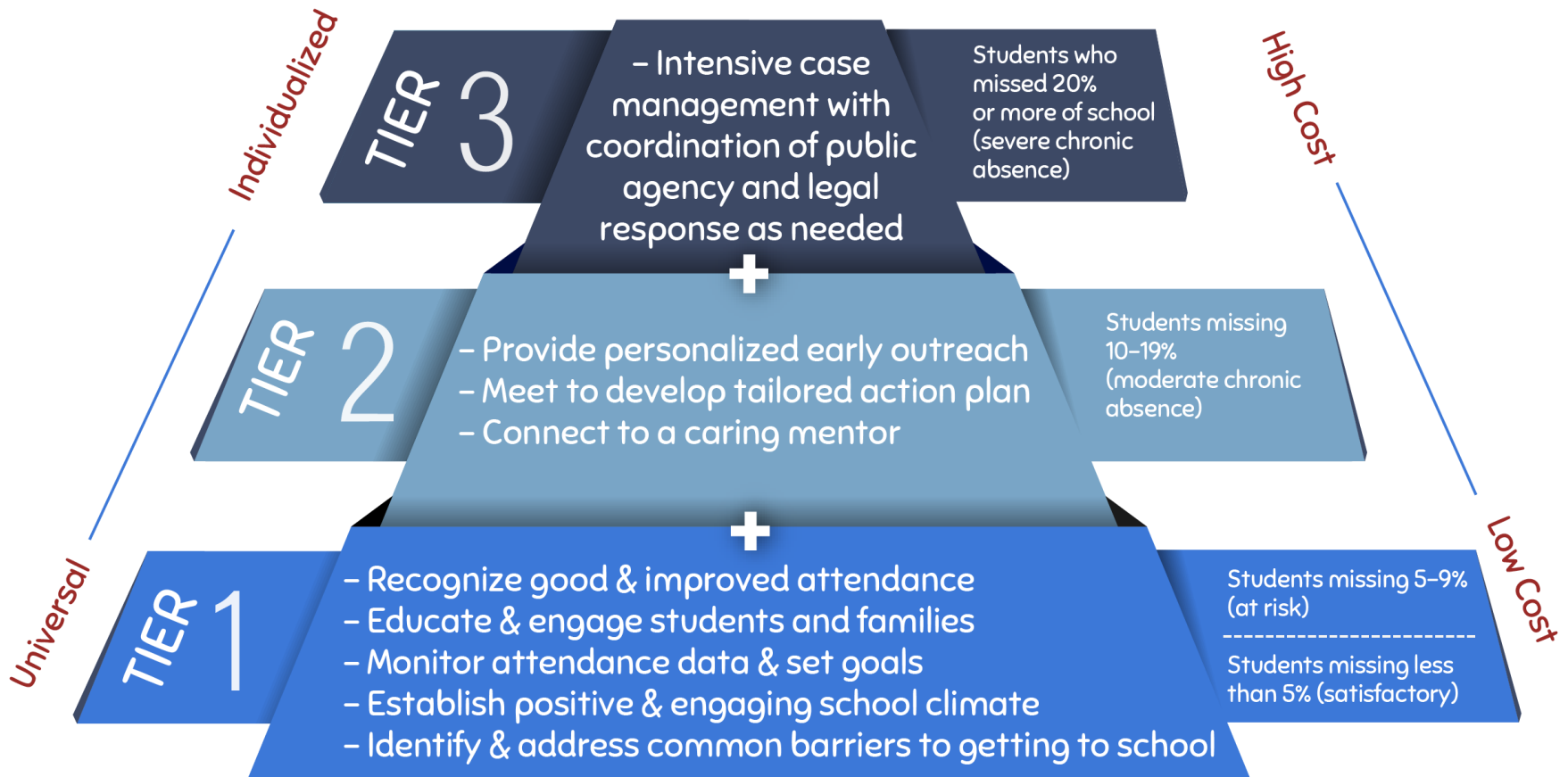
B. Engage Students and Parents

E. Develop Programmatic Response to Barriers
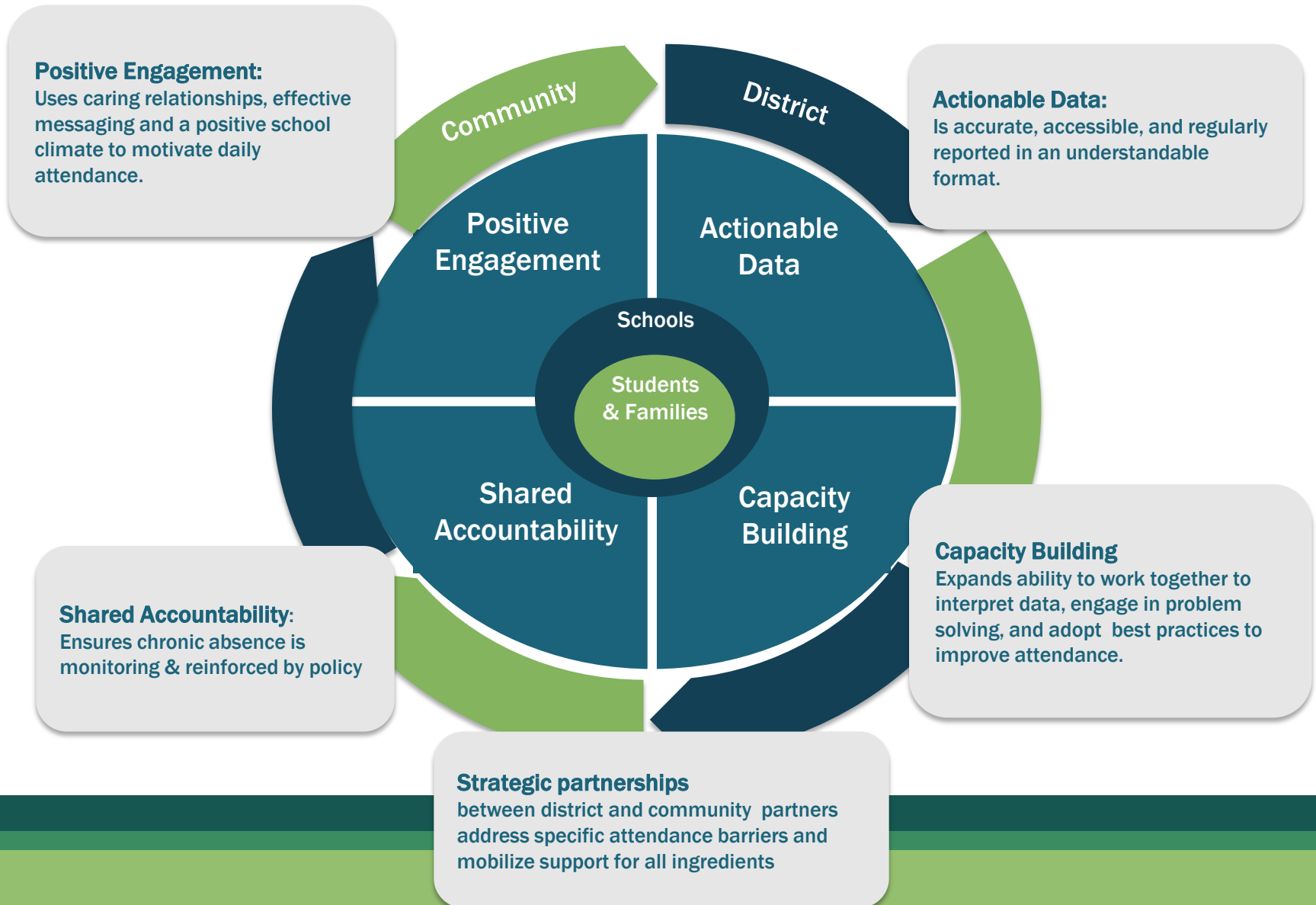
D. Provide Personalized Early Outreach

C. Monitor Attendance Data and Practice

Invest in Prevention and Early Intervention

Individualized ... **Universal** (left axis)

High Cost ... **Low Cost** (right axis)

TIER 3
– Intensive case management with coordination of public agency and legal response as needed

Students who missed 20% or more of school (severe chronic absence)

TIER 2
– Provide personalized early outreach
– Meet to develop tailored action plan
– Connect to a caring mentor

Students missing 10–19% (moderate chronic absence)

TIER 1
– Recognize good & improved attendance
– Educate & engage students and families
– Monitor attendance data & set goals
– Establish positive & engaging school climate
– Identify & address common barriers to getting to school

Students missing 5–9% (at risk)

Students missing less than 5% (satisfactory)

Take a Data Driven Systemic Approach

Positive Engagement:
Uses caring relationships, effective messaging and a positive school climate to motivate daily attendance.

Actionable Data:
Is accurate, accessible, and regularly reported in an understandable format.

Shared Accountability:
Ensures chronic absence is monitoring & reinforced by policy

Capacity Building
Expands ability to work together to interpret data, engage in problem solving, and adopt best practices to improve attendance.

Strategic partnerships
between district and community partners address specific attendance barriers and mobilize support for all ingredients

Community

District

Positive Engagement

Actionable Data

Schools

Students & Families

Shared Accountability

Capacity Building

Proposed Pathway for Change:
Cultivating peer learning to inform broader policy change and practice

Advance practice through peer learning
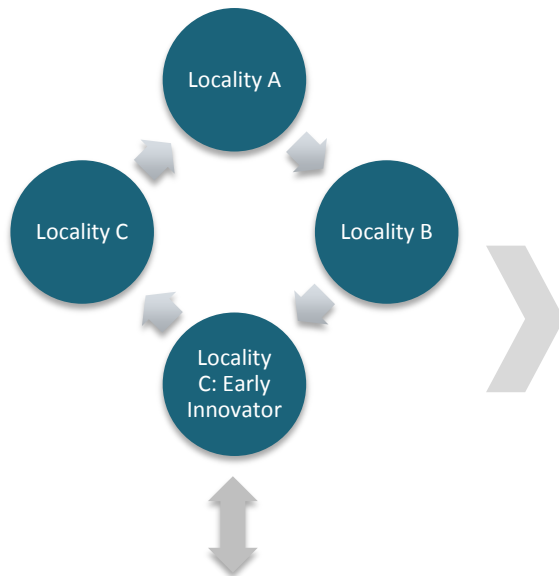
Peer opportunities to:
- **Compare data**
- **Share, demonstrate & learn about best practices**
- **Identify & problem-solve common challenges**

Inform actions w/ insights from local practice

- Policymakers
- Education Leaders & Assoc. (K-12 & ECE)
- Associations of public health agencies (housing, health, social services, transportation
- Unions
- Parent Organizations
- Advocacy organizations
- Philanthropy
- Others

Spread work through TA and policy
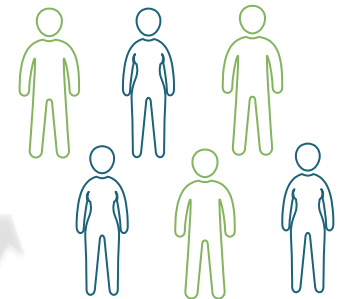
Ongoing peer learning, technical assistance, administrative guidance, regulations, legislation, etc. promote best practices & systemic change

Featured Guests & Panel Discussion

Today's **featured guests** will talk about what they are doing at school, district, and state levels to reduce chronic absence, including:

- What's been the impact
- Who's been involved

The following **panel discussion** will cover cross-cutting issues in the work to address and eliminate chronic absenteeism in our schools.

Featured Guests & Panel Discussion

Maribel Childress,
Principal
Monitor
Elementary School
Springdale, AR

Tammatha
Woodhouse,
Principal
Excel Academy at
Francis M. Wood
Baltimore, MD

Nancy Sarra,
Superintendent
Consolidated School
District of New Britain,
CT

Robin Shobe,
MS CCC-SLP
Education Specialist
Oregon Department of
Education
Office of Learning ~ Student
Services

Monitor Elementary School
Springdale, Arkansas

Flight Plan to Reduce Chronic Absences

735 Students PreK – 5th grade

88% Qualify for free meals

53% English language learners

10 Languages spoken

38% English as primary language

33% Spanish as primary language

25% Marshallese as primary language

Goal Setting

Always Welcoming Customer Service

Making Personal Connections

Engaging Students
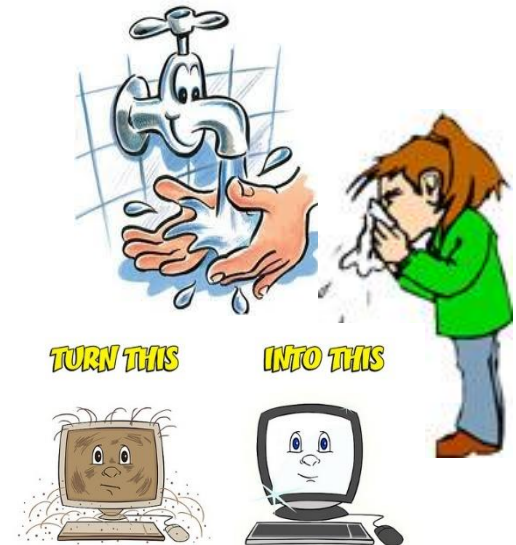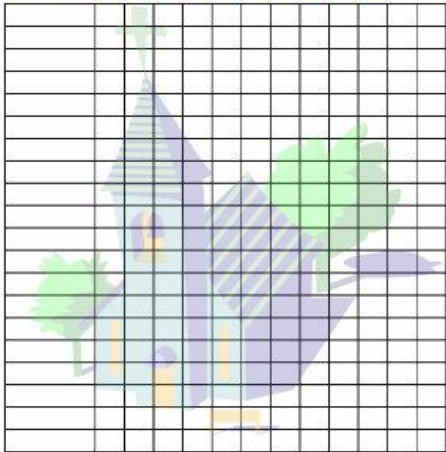
Never Giving Up
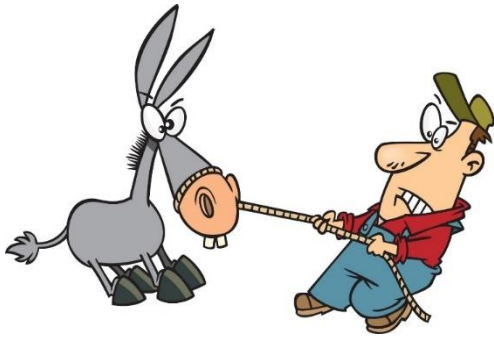
Excel Academy

- Excel Academy @ Francis M. Wood serves students who are overage and under credited in grades 6 -12.

  - offers supports to address the social and environmental issues that plague our students daily.

  - is designed to move students towards graduation and beyond through an acceleration model.

  - 21.4% of the student population receive special education services and 88.6% of the student population were eligible for Free and Reduced Meals

- 2012-13 SY – 2014-15 SY tripled 9th grade promotion rates and doubled 10th grade promotion rates

Issues Impacting Student Attendance

- Homelessness - 15/3% (self-reported; actual number is much higher)

- Substance Abuse - 13/2%(actual number is much higher)

- Teen Pregnancy - 43/9%

- Mental Health – 119/25%

- Lack of Adequate Family Financial Resources – 107/22%

- Student Incarceration - 95/20%

- Total Population- 479   Special Education-133/28%

Action to Improve Attendance

Homelessness

- Identification

- Provide clothing voucher for free school uniform and school supplies

- Connect students and families with housing resources in the community.

- School-based: Clothes Closet, Food Pantry, After School Supper

Partners:

- Bon Secours Hospital,

- Maryland Food Bank,

- Northrup & Grumman

Actions to Improve Student Attendance

Substance Abuse

- Curriculum Offering: Issues of Drug Abuse

- Identification: self, parents, teachers, clinicians

- In-school substance abuse counseling

Partners:

- Treatment Resources for Youth
- Mountain Manor Treatment Center

Actions to Improve Student Attendance

Teen Pregnancy

- Educational Support Group for pregnant and parenting students

- Assistance with Childcare Voucher Process

- Monthly Literacy Sessions with Parent and Child

- Modified schedules are provided for students who have childcares challenges

Partners:

- Bon Secour Hospital

- Mercy Medical System

- Baltimore City Department of Social Services

Actions to Improve Attendance

Mental Health

- 3 full Time Social Workers

- 1 Full Time School Psychologist

- 2 full Time School Guidance Counselors

- Mentoring Support Services

- Referral for Community health Services

Actions to Improve Student Attendance

Lack of Adequate Family Financial Resources

- Career Research Development course seeks out student employment and internship opportunities, resume writing, and interviewing skills

- Modified schedules are provided for students who currently work full and part-time.

- In-school and off-site job fairs

Actions to Improve Student Attendance

Adjudicated Students

- Encompass about 20% of total population

- On-site Department of Juvenile Justice (DJJ) Supervision and counseling

  Partnerships:

  - University of Maryland Baltimore County

  - Choice Program

  - Northrup & Grumman

New Britain District Profile (2015-2016)

- Approximately 10,000 students in the district
- 5,093 elementary school students
- 64% of students identify as Hispanic
- 14% of students identify as Black
- 16% of students are English Language Learners
- 81% of students are eligible for free and reduced lunch
- 18% of students receive special education services

Changes in Chronic Absenteeism by Grade Level (2011-2016)
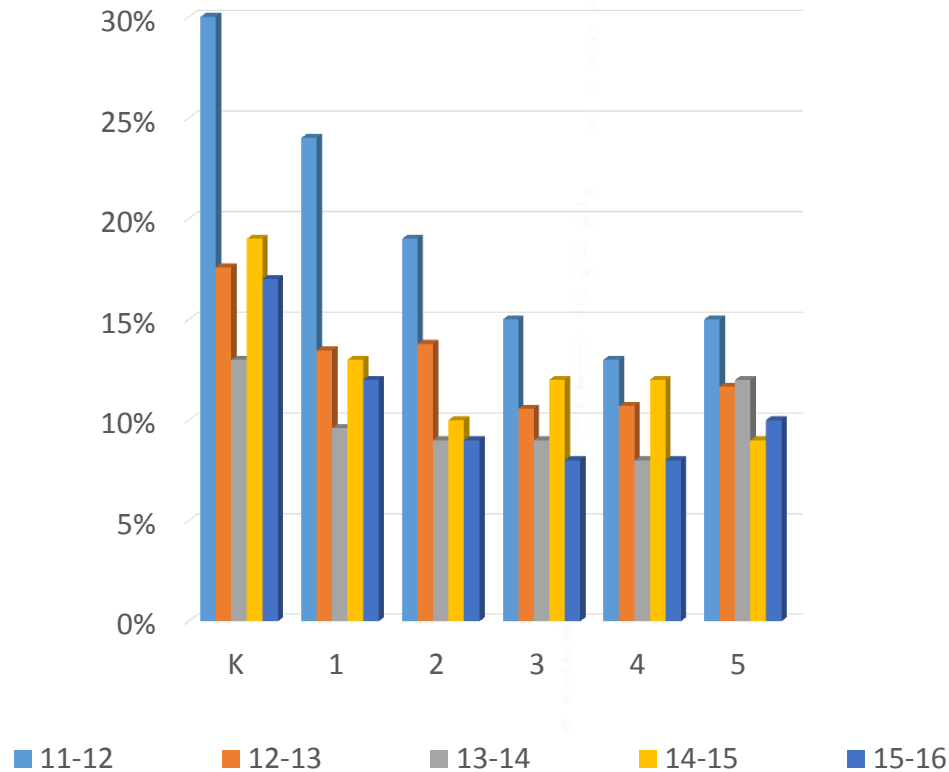
Intervention and Best Practices

Professional Development for ALL stakeholder groups

- PD for building admins, social service teams, community agencies, funders, etc.
    - Understanding the difference between ADA and Chronic Absenteeism
    - How chronic absenteeism impacts your building
    - Understanding what the root cause of chronic absenteeism is
        - Problems: systemic, health issues in community, policy at the board level
        - Culture and climate of each building
        - Family dynamics
    - Trained site administrators and teams to interpret attendance data, adopt best practices and engage in peer learning.

PURSUING EXCELLENCE ONE STUDENT AT A TIME

Intervention and Best Practices

How do we build tools for staff to address these barriers?

- Attendance teams at the building level
  - Analyze data, assess situation & ensure appropriate interventions are put in place for student success
- Send chronic absenteeism reports to schools every 10 days.
  - Indicates how many and which students are chronically absent.

Strategic Actions

- Weekly attendance teams with chronic absenteeism reports every ten days
- Bi-Weekly reports to Board of Education with attendance reports sorted by building
- SRBI/RTI Procedures and Strategies
- Home visits throughout the school year
- Close Collaboration between DCF, court support services and mental health agencies
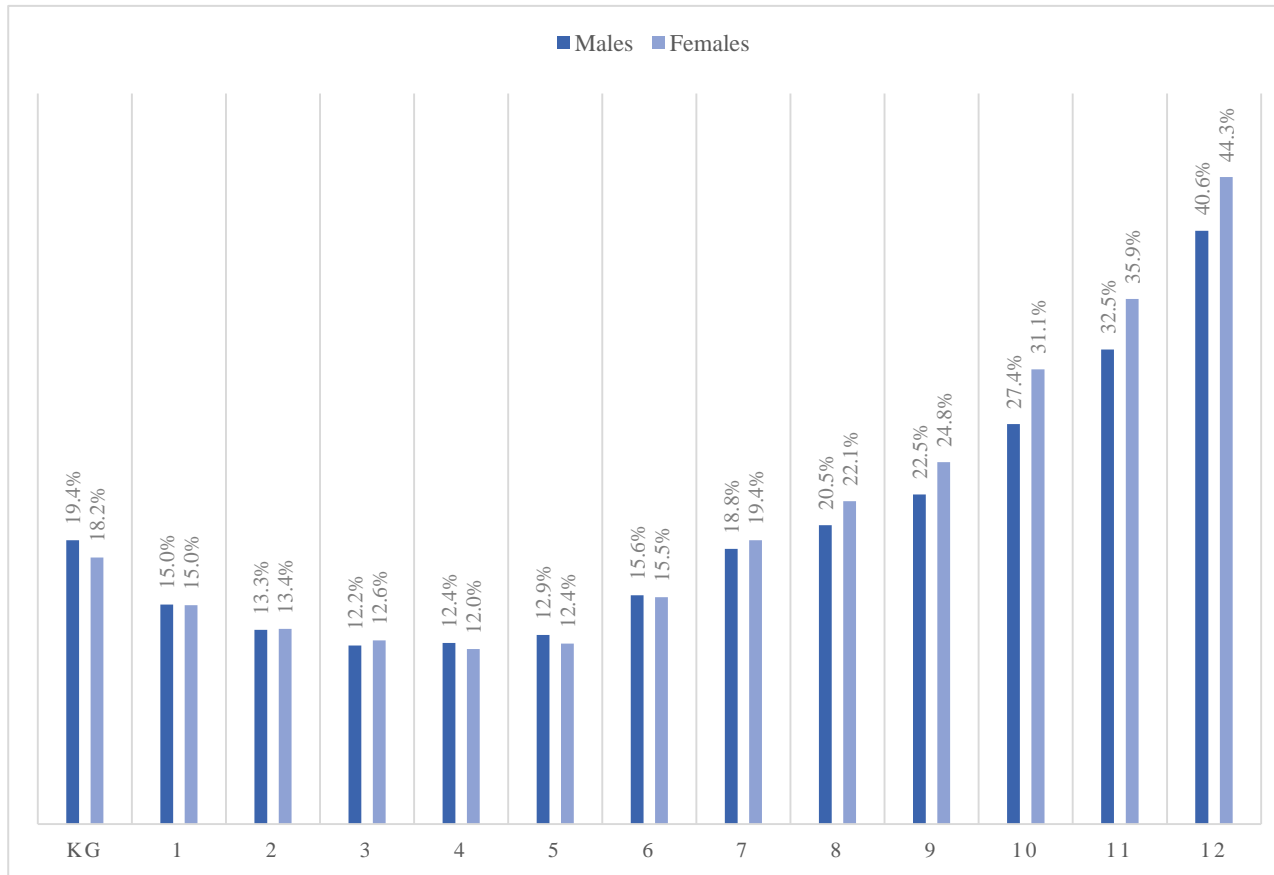
Intervention and Best Practices

Next Steps

- Focus on student and family engagement
- Focus on student engagement via developmentally appropriate practice
- Summer Enrichment Experience (SEE) for at-risk students (NSLA Award of Excellence)
- Out of school time programming as an intervention
  - Take students who attend SEE and make sure they have a spot in the after-school programs
  - Lengthen school day and school year with experiential learning for at-risk students
- Expand out of school summer experiences for grades 4-8.
  - Currently serve K-3 – need to replicate best practices
- Re-Imagining/Leveraging Family Resource Center Staff to reach BT3 population
- Strategies at the building levels – Part of their school improvement plans

Percent of Oregon students chronically absent in the 2014-15 and 2015-16 school year [1].
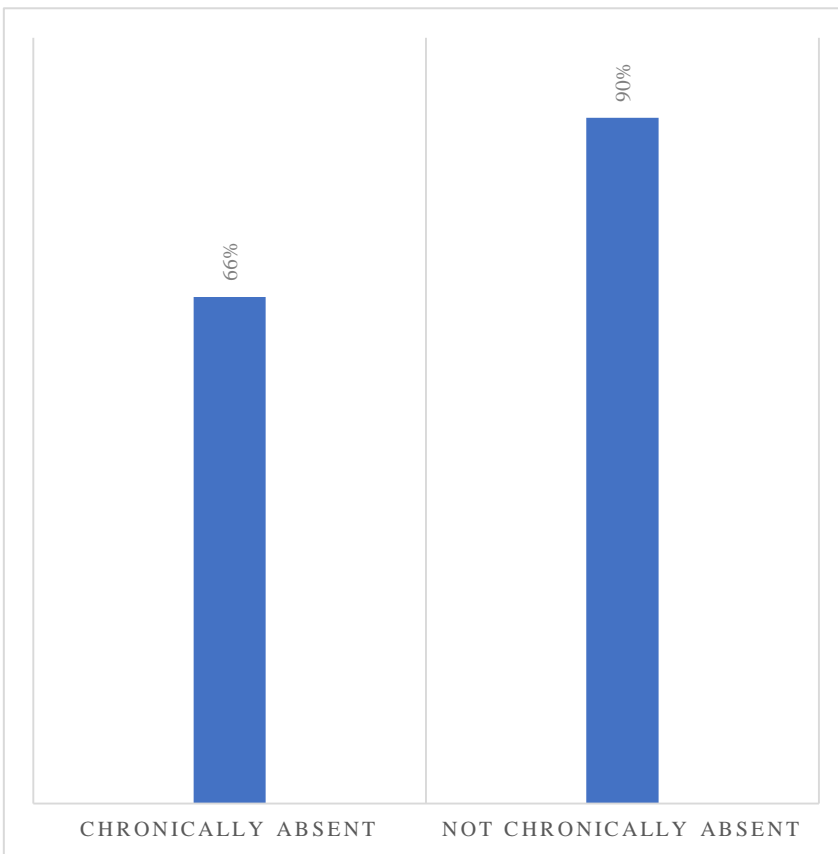
On-Time Graduation Rate by 12th Grade Attendance (ODE, 2015)

Populations most impacted

- American Indian/Alaskan Native

- Students with Disabilities

- Students economically disadvantaged

- Students of color

- Students living in rural communities (versus towns, suburban, urban)

Healthy kids learn better;
Kids who receive a quality education
and graduate high school go on to lead
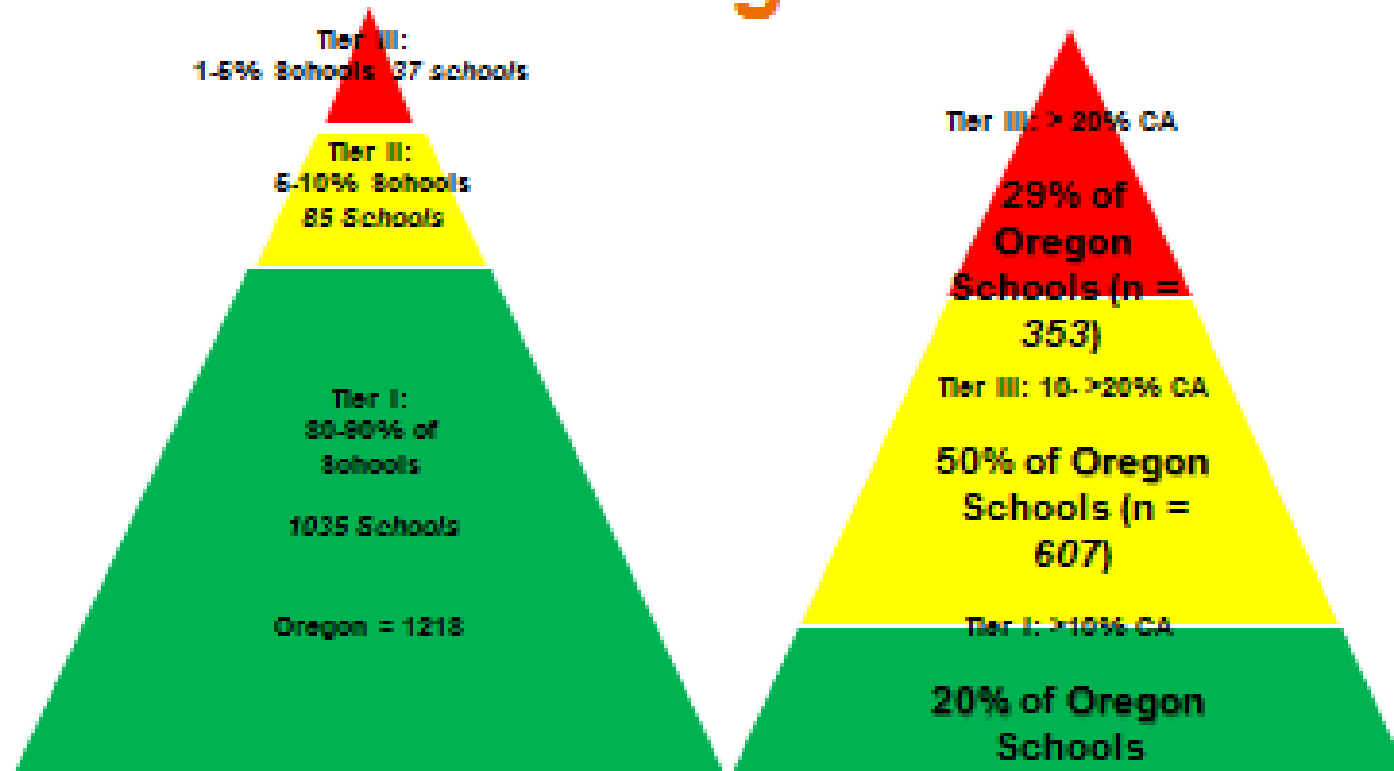happier, healthier and longer lives.

House Bill 4002 (HB 4002): Chronic Absenteeism Statewide Plan

1. A process from publicly disclosing annual information on chronic absenteeism rate for each school & adopt statewide definition of CA
2. Guidance and best practices for all schools and school districts to use to track, monitor, and addressed chronic absence and improve attendance
3. Process for identifying schools in need of support to reduce chronic absenteeism and improve attendance
4. A description of technical assistance is available to schools identified as needing support, including technical assistance that will be provided by the Oregon Department of Education
5. The estimated costs associated with implementing the plan

A View of Oregon's data

Tier III:
1-5% Schools 37 schools

Tier II:
5-10% Schools
85 Schools

Tier I:
80-90% of
Schools

1035 Schools

Oregon = 1213

Tier III: > 20% CA

29% of Oregon Schools (n = 353)

Tier III: 10- >20% CA

50% of Oregon Schools (n = 607)

Tier I: >10% CA

20% of Oregon Schools

Components of a System to Address Chronic Absenteeism

- **Data System:** Definitions of CA, ability to pull CA data vs ADA daily (school, district), pull CA data quarterly/annually (district, region, state). Early Warning Systems

- **MTSS:** to identify schools & as a framework for support
  - Screening, Progress Monitoring, Fidelity, Data-based problem-solving

- **Cross-sector Collaboration:** with community agencies, health, housing, family support, etc.

- **Equity:** collecting the right data for all underserved students, focus on EBPs that reflect root causes of disengagement, routine review of disaggregated data

- **Professional Development:** Peer learning networks, webinars/remote learning (restorative practices, PBIS, Tiered strategies, implicit basis, STEM/CTE, classroom management, data review, etc)

- **State-wide and/or Local Messaging:** Building awareness, educational in nature, viewed by educators/all as a priority

- **Coaching:** School Team leader, District Coach, Regional Coach/Specialist (ESD/RAC), State Coordinator

- **Teaming:** School, District, Region (ESD/RAC), State

Thank You!

Maribel Childress,
Principal
Monitor
Elementary School
Springdale, AR

Tammatha
Woodhouse,
Principal
Excel Academy at
Francis M. Wood
Baltimore, MD

Nancy Sarra,
Superintendent
Consolidated School
District of New Britain,
CT

Robin Shobe,
MS CCC-SLP
Education Specialist
Oregon Department of
Education
Office of Learning ~ Student
Services

JOBS FOR THE FUTURE

NATIONAL STUDENT ATTENDANCE, ENGAGEMENT, AND SUCCESS CENTER

'LEVERAGING EWS AND SUCCESS MENTORS TO KEEP KIDS ON TRACK'

Bob Balfanz, EGC and Patricia Balana, JFF
December 7, 2016

EVERYONE GRADUATES CENTER

❖ Vision:

  ❖ Develop **Early Warning System Network** and continue **My Brothers Keeper Success Mentor Initiative** …. provide resources, peer learning and technical assistance support to enable use of early warning systems and success mentors aimed at reducing chronic absenteeism and keeping students on track to graduation

❖ By:

  ❖ building on '*Every Student, Every Day*' efforts

  ❖ supporting nationwide implementation of the **Every Student Succeeds Act (ESSA)**

  ❖ Focusing on **School Success Mentor sites**, My Brothers Keeper, and **School Improvement Grants (SIG) sites** to implement EWS, Success Mentors and address chronic absenteeism

➢ Two Communities of Practice, **one common space**;

  ➢ **Early Warning Systems -SIG schools;**

  ➢ **My Brother's Keeper (MBK) Success Mentors cities.**

➢ **GOALS:**

  ➢ *Develop trusting, long-term relationships between participants*

  ➢ *Disseminate and explore research and evidence-based approaches to address chronic absenteeism, behavior and effort, and course failure*

  ➢ *Provide a safe, judgment-free venue for participants to share information/test ideas…..in the spirit of continuous improvement*

➢ Website (currently under development) central hub for activity within the Communities of Practice

> **A website** with discussion boards, web-based resources, in-depth information about the initiative, and space to connect to other areas of the CoP.

> **Monthly communication** to all CoP members

> **Continuation** of MBK Success mentor districts monthly team leader and principal calls

> **Formal webinars** on key components of Early Warning Systems

> **Office hours** with Center experts

> **Online certification** that will be available for members of the CoP and required for at least one member of each team that will be accessing on-site technical assistance.

> **A national convening** for in-person learning and sharing with other cities and teams.

> **On-site technical support** for formal training of school staff, targeted work in areas of need, or problem solving to address key issues.

➢ Launch - National Student Attendance, Engagement, and Success Center

➢ Application for Technical Assistance (sites visits – early 2017)

➢ Website development

➢ Webinars – commencing December 2017

➢ Communication to states, districts and schools

➢ Questions:

    ➢ Contact: Patricia Balana, Jobs for the Future

    ➢ pbalana@jff.org

Thank You!

Thank you for your commitment to eliminating chronic absenteeism and building system of support for all students—**no matter what**.

Change will not come if we wait for some other person or some other time. We are the ones we've been waiting for. We are the change that we seek.

President Barack Obama