The Power of Positive Connections

Taking Stock of Whether We Are Reducing Chronic Absence through PEOPLE

(Priority Early Outreach for Positive Linkages and Engagement)
1. Each person: please fill out the self-assessment form.

2. Use dots to show what your responses are using charts on the wall.
   Use the dot color that reflect your position.
   - red = schools
   - blue = legal system
   - green = community
   - yellow = student/parent partner
Ingredients for System-wide Success & Sustainability

- **Community**
  - Conveys why building a habit of attendance is important and what chronic absence is

- **District**
  - Is accurate, accessible, and regularly reported

- **Positive Messaging**
  - Ensures monitoring & incentives to address chronic absence

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

- **Shared Accountability**
  - Expands ability to interpret data and work together to adopt best practices

- **Capacity Building**
  - Conveys why building a habit of attendance is important and what chronic absence is

Strategic partnerships between district and community partners address specific attendance barriers and mobilize support for all ingredients.
1. Find a partner

2. What do you notice when you look at the charts for Positive Messaging?

   Where are areas of strength?
   Where are major gaps?
Strategies for Positive Messaging

a. **Send home handouts** with information and tips about attendance.

b. **Talk with parents early and often** to share the value of good attendance and let them know that you are there to help.

c. **Consider using time at a parent event** to demonstrate the importance of attendance.

d. **Utilize written commitments** to encourage good attendance such as a pledge or the attendance goal work sheet.
Utilize Our Online Resources

MY CHILD’S ATTENDANCE GOALS

To improve my child’s attendance, I can commit to the following:

1. ____________________________
2. ____________________________
3. ____________________________

It will really help to meet these goals at the next Parent-Teacher Conference.

POSSIBLE STRATEGIES TO REACH YOUR CHILD’S ATTENDANCE GOALS

- I will keep an attendance chart at home. At the end of the week, I will remind my child for attending school everyday by ________ pm, and the chart will be set for ________.
- I will make sure my child is in bed by ________ pm, and the alarm will be set for ________.
- If my child consistently completes a homework or household and medical concerns have been tackled, I will remind him/her to school every day and call Counselor ________ so that he/she can check in with him/her during the school day.
- If my child has a cold but no fever (less than 100 degrees), I will send him/her to school anyway. If I don’t have a thermometer, I will purchase one because one.
- I will find a relative, friend, or neighbor who can take my child to school if I can’t make it by the time needed the bus.
- I will set up medical and dental appointments for weekdays after 3:30 pm.

ATTENDANCE AWARENESS MONTH

September 2014

To learn more, please visit www.attendanceworks.org or www.aglcc.net

¿QUÉ HIZISTE QUE...?

- Dependiendo del tipo, muchas enseñanzas pueden verse que no se realiza en la escuela.
- Establecer un hábito de buen comportamiento para mejorar el rendimiento en el primer grado y hacer que escuela más respetue.
- Los estudiantes que no pueden regresar al aprendizaje pueden llegar a parar en las clases de segundo semestre.
- Las habilidades de la escuela pueden afectar a medida que el cliente, ya que el aprendizaje tiene que atender al aprendizaje para que no sean perjudicados.
- Los estudiantes pueden perder el interés para escuchar aprendizaje porque hay que ver en la escuela del futuro.

Asegúrese de dejarle a su hijo a tener éxito en la escuela: Creado el hábito de buena asistencia a temprana edad

¿QUIÉN ES EL LEDER?

- Establecer una red para la escuela y los niños para mejorar el rendimiento en el primer grado y hacer que escuela más respetue.
- Los estudiantes que no pueden regresar al aprendizaje pueden llegar a parar en las clases de segundo semestre.
- Los estudiantes pueden perder el interés para escuchar aprendizaje porque hay que ver en la escuela del futuro.
- La escuela puede perder el interés para escuchar aprendizaje y tener un comportamiento de la escuela a la hora de influir en el futuro de la escuela. La buena educación ayudará a los niños a tener éxito en la escuela, la universidad y en el trabajo.

¿CUÁNDO SON LAS ATENCIONES DE ATENCIÓN HOSPITALIZACIÓN?

- Dependiendo del tipo, muchas enseñanzas pueden verse que no se realiza en la escuela.
- Establecer un hábito de buen comportamiento para mejorar el rendimiento en el primer grado y hacer que escuela más respetue.
- Los estudiantes que no pueden regresar al aprendizaje pueden llegar a parar en las clases de segundo semestre.
- Las habilidades de la escuela pueden afectar a medida que el cliente, ya que el aprendizaje tiene que atender al aprendizaje para que no sean perjudicados.

¿Cuándo es el momento de atención en la escuela?

- Dependiendo del tipo, muchas enseñanzas pueden verse que no se realiza en la escuela.
- Establecer un hábito de buen comportamiento para mejorar el rendimiento en el primer grado y hacer que escuela más respetue.
- Los estudiantes que no pueden regresar al aprendizaje pueden llegar a parar en las clases de segundo semestre.
- Las habilidades de la escuela pueden afectar a medida que el cliente, ya que el aprendizaje tiene que atender al aprendizaje para que no sean perjudicados.

Para más información sobre cómo preparar a su hijo para la escuela, visite attendanceworks.org y reachoutandread.org/wp
Communication, Education, and Engagement Resources

Count Us In!
Working Together To Show That Every School Day Matters

BRINGING ATTENDANCE HOME
Engaging Parents in Preventing Chronic Absence

August 6, 2014
Parent Video & Discussion Guide

- SETTING THE STAGE
- VIDEO (6 minutes)
- FACILITATED CONVERSATION
  - THE CONSEQUENCES OF CHRONIC ABSENCE
  - HOW TO IMPROVE ABSENTEEISM
    - FAMILY PRACTICE
    - INCREASE SOCIAL CAPITAL
    - IDENTIFY HOW SCHOOL CAN HELP
    - COMMUNITY SERVICES

Discussion: When and where might you use these materials with a family or a group?
Make Creating Back Up Plans a Norm:

Student Attendance Success Plan

MY CHILD’S ATTENDANCE GOALS

To improve my child’s attendance, I can commit to the following:

1. 
2. 
3. 

We will review progress to meet this goal at the next Parent-Teacher Conference.

POSSIBLE STRATEGIES TO REACH YOUR CHILD’S ATTENDANCE GOALS

1. I will keep an attendance chart at home. At the end of the week, I will reward my child for attending school every day with _______.
   (i.e. A visit to the park, extra screen time, a special treat)
2. I will make sure my child is in bed by ____ p.m. and the alarm clock is set for ____ a.m.
3. If my child consistently complains of a stomachache or headache and medical concerns have been ruled out, I will send him/her to school anyway and call Counselor __________, so that he/she can check in with him/her during the school day.
4. If my child has a cold but no fever (less than 100 degrees), I will send him/her to school anyway. If I don’t have a thermometer, I will purchase or borrow one.
5. I will find a relative, friend, or neighbor who can take my child to school if I can’t make it or if he/she missed the bus.
6. I will set up medical and dental appointments for weekdays after 3:30 p.m.

YOUR FAMILY’S HELP BANK

YOUR FAMILY

1. Your Family: List who lives in your house.
2. Everyday Helpers: Identify who you can call on to help drop your child off or who can pick him or her up when you cannot. These are people like friends, neighbors and relatives who can help regularly.
3. Occasional Helpers: Identify people who probably cannot help everyday, but can help in a pinch. Maybe it’s a good friend, a relative or a friend who lives outside your neighborhood but can be there for short visits.
4. Potential Helpers: Identify people who are part of your school community, church or neighborhood who are able to help—if you ask.

EVERYDAY HELPERS

1. Name: 
   Best Contact Number: 

OCASSIONAL HELPERS

1. Name: 
   Best Contact Number: 

POTENTIAL HELPERS

1. Name: 
   Best Contact Number: 

To learn more, please visit www.attendanceworks.org or www.abcglit.net

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\[\text{Attendance} \quad \text{Improvement} \quad \text{Reading}\]
Join us for Attendance Awareness Month 2015!

http://awareness.attendanceworks.org

Proposed Theme for 2015:
MAP THE ATTENDANCE GAP
Ingredients for System-wide Success & Sustainability

**Positive Messaging**
- Conveys why building a habit of attendance is important and what chronic absence is.

**Actionable Data**
- Is accurate, accessible, and regularly reported.

**Shared Accountability**
- Ensures monitoring & incentives to address chronic absence.

**Capacity Building**
- Expands ability to interpret data and work together to adopt best practices.

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

**Community**

**District**
Instructions: Actionable Data

1. Find a partner

2. What do you notice when you look at the charts for Actionable Data?
   - Where are areas of strength?
   - Where are major gaps?
Resources for Calculating Chronic Absence

• **Attendance Works**: District and School Attendance Tracking Tools:

• **Other Districts** who have calculated chronic absence and use the same SIS system

• **Ask your vendors for help.**
Ingredients for System-wide Success & Sustainability

- Positive Messaging: Conveys why building a habit of attendance is important and what chronic absence is.
- Actionable Data: Is accurate, accessible, and regularly reported.
- Shared Accountability: Ensures monitoring & incentives to address chronic absence.
- Capacity Building: Expands ability to interpret data and work together to adopt best practices.
- Strategic partnerships between district and community partners address specific attendance barriers and mobilize support for all ingredients.
- Schools & District: Strategic partnerships between district and community partners address specific attendance barriers and mobilize support for all ingredients.
1. Find a partner

2. What do you notice when you look at the charts for Building Capacity?

   Where are areas of strength?
   Where are major gaps?
Principal Leadership: An Essential Ingredient

“While everyone can help ensure students show up to class every day, the leadership role that a principal plays is irreplaceable.”

Leading Attendance: A Toolkit for Principals

http://www.attendanceworks.org/tools/schools/principals/
Attendance Teams In Every School

Attendance Teams:

- Could be new or added to the responsibilities of an existing team, especially if you’re already engaged in PBIS or RTI.

- Should include a Principal (or vice principal) and:
  • social worker, nurse, or counselor
  • attendance clerk
  • parent liaison
  • grade-level teacher lead
  • community-based organization/partner(s) offering support that engage students or parents or address an attendance barrier

(Tip: Consider designating a staff person to coordinate meetings, as well as to take notes)
Attendance Teams...

• Should be action-oriented
• Use data to understand which sub-populations of students are most affected and what are the trends over time
• Identify and mobilize school and community resources to address identified needs
• Ensure needs of individual students with poor attendance are being addressed

Attendance Teams best practices sources: Attendance Works, Children’s Aid Society, the Children’s Initiative, the Baltimore Education Research Consortium and the Baltimore Student Attendance Campaign
Tips on involving community partners

a) As long as data is aggregated (e.g. total number of chronically absent students for the school or particular grades), community partners can see the data without consent.

b) Meetings can be organized so discussions about individual students only occur when partners who have consent are present.

c) Schools can build in obtaining consent into start of school registration.
Map the need and available resources

**TIER 3**
How many students are missing 20% or more of current or prior year?

- Intensive case management with coordination of public agency and legal response as needed

**TIER 2**
How many are missing 10-19%?

- Provide personalized early outreach
- Meet with student/family to develop plan
  - Offer attendance Mentor/Buddy

**TIER 1**
How many are missing < 10% so this might be enough?

- Recognize good and improved attendance
- Educate & engage students and families
  - Monitor attendance data
- Clarify attendance expectations and goals
- Establish positive and engaging school climate
DATA: Produce a list of students, calculate the absence rate by dividing # of days absent/total days of possible attendance. Count how many students are <10%; =>10 but <20%, >20%

RESOURCES: Draw a pyramid. Invite team members to use:
* green stickies to fill in an existing resource
* yellow to fill in resources that could be leveraged to address this tier of work.
Examine the implications

Once the map is filled in, attendance team discusses:

a) Where are the gaps?

b) What resources could we easily leverage to address gaps, especially for tier 1 and 2?

c) What are implications for who we need as partners? And how we engage teachers and build capacity?

d) What are our highest priority next steps?

e) Consider presenting results to the school staff for feedback.
Teachers: The First Line of Prevention
Tailoring the Conversation to Students’ Situations

Satisfactory Attendance

Congratulate parents on making attendance a priority and encourage them to keep it up. Ask them what they’re doing that’s enabling them to be so successful.

At-Risk

Let parents know that you are concerned about attendance because their child is beginning to head off track, and it is easy for absences to add up.

If student is right around 10% or a little above

Let parents know their child may be academically at risk because they have missed so much school. Discuss underlying causes and how you can help.

Chronic Absence

If student is severely chronically absent (e.g. >20%)

The type of challenges these families face may differ from those with more moderate absence problems. Be prepared to touch on difficult topics, be supportive, and be ready to connect to community resources.
Aaron has missed 12 days of school in the past semester. He missed an entire week of school in November. So did his 3 siblings. Aaron is also frequently late to school. When his teacher asked him if he was sick, he said no — his parents decided to leave for vacation a little early before school let out so they could have more time visiting his grandparents. Aaron is looking forward to Christmas and has confided that the family will be leaving before school is out.
## Framing the Conversation to Build a Relationship of Trust

**1. Learn**

Learn about the student’s family and their experience in your school or classroom. Ask how the school year is going socially and academically. Find out about hopes and dreams.

**2. Share**

Share positive things you’ve observed about the student. Share your own vision for student learning & development, including helping put students on a pathway to success by encouraging a habit of good attendance.

**3. Inform**

Review attendance report with parents. Tailor your conversation to student’s level of absenteeism and inform parents of possible impacts of missing school. Connect attendance back to parents’ hopes and dreams for their child.

**4. Discuss**

Discuss the challenges parents face in getting their children to school, as well as strengths they can build upon. For chronically absent students, try to understand the barriers that are keeping their children from school.

**5. Arrive at a Plan**

Think through strategies with parents for addressing absences and help them develop an attendance improvement plan. Offer referrals to services as needed and ask if there are other ways you can help.
Improving Attendance Requires a Multi-Tiered Approach

**TIER 1**
All students

- Recognize good and improved attendance
- Educate & engage students and families
  - Monitor attendance data
- Clarify attendance expectations and goals
- Establish positive and engaging school climate

**TIER 2**
Students exhibiting chronic absence (missing 10%) or received 3 NOTs

- Provide personalized early outreach
- Meet with student/family to develop plan
  - Offer attendance Mentor/Buddy

**TIER 3**
Students who missed 20% or more of the prior school year (severe chronic absence) or were chronically truant

- Intensive case management with coordination of public agency and legal response as needed

High Cost

Truancy interventions

Low Cost
The Power of Positive Connections

Reducing Chronic Absence through PEOPLE: Priority Early Outreach for Positive Linkages and Engagement

www.attendanceworks.org
AW Recommended Site-Level Strategies

A. Recognize Good and Improved Attendance

B. Engage Students and Families

C. Monitor Attendance Data and Practice

D. Provide Personalized Early Outreach

E. Develop Programmatic Response to Barriers (as needed)

Includes higher level of support for Priority Students
Priority Early Outreach for Positive Linkages and Engagement (PEOPLE)

- **Priority**: Focuses on at-risk students in grades, schools and neighborhoods with high levels of chronic absence.
- **Early**: Begins with the start of school.
- **Outreach**: Connects to students and families.
- **Positive**: Promotes preventive, supportive approaches rather than punitive responses.
- **Linkages**: Taps the full community for support.
- **Engagement**: Motivates showing up to class & offers students & families a role in improving attendance.
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.
Students Who Miss 2 or More Days of School in the First Month of School Are Significantly More Likely to Be Chronically Absent by the End of the School Year

- Baltimore students who missed 2-4 days of school in September were 5 times as likely to be chronically absent.
- Students who missed 5 or more days of school in September were 16 times as likely to be chronically absent.
Possible Tier 2 Interventions

- Assign Attendance Buddies
- Partner with families/students to develop Student Attendance Success Plan
- Recruit for engaging Before- or After-School Activities
- Connect to Walk-to-School Companion
- Offer plan or contacts for Health Support

Positive Linkages and Engagement for Students and Families
Who Can Help Advance a PEOPLE Approach?

- **District Leaders**
  - Offer district support and data
  - Identify and engage priority schools

- **School Leaders**
  - Make attendance a priority
  - Ensure implementation team and plan

- **Community Partners**
  - Call for data & PEOPLE approach
  - Link to community resources (health, after school, food, mentoring, family support, etc.)
Ingredients for System-wide Success & Sustainability

- **Positive Messaging**: Conveys why building a habit of attendance is important and what chronic absence is.
- **Actionable Data**: Is accurate, accessible, and regularly reported.
- **Shared Accountability**: Ensures monitoring & incentives to address chronic absence.
- **Capacity Building**: Expands ability to interpret data and work together to adopt best practices.

Strategic partnerships between district and community partners address specific attendance barriers and mobilize support for all ingredients.
Instructions: Shared Accountability

1. Find a partner

2. What do you notice when you look at the charts for Shared Accountability?

   Where are areas of strength?
   Where are major gaps?
Use data to determine where to focus: A Typical District’s Chronic Absence Data by Grade

What percentage of students in each grade level were MODERATELY or SEVERELY chronically absent?

<table>
<thead>
<tr>
<th>Grade</th>
<th>Moderate Absence (%)</th>
<th>Severe Absence (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>12.2%</td>
<td></td>
</tr>
<tr>
<td>1st</td>
<td>9.5%</td>
<td></td>
</tr>
<tr>
<td>2nd</td>
<td>8.6%</td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td>7.3%</td>
<td></td>
</tr>
<tr>
<td>4th</td>
<td>7.7%</td>
<td></td>
</tr>
<tr>
<td>5th</td>
<td>6.9%</td>
<td></td>
</tr>
<tr>
<td>6th</td>
<td>5.7%</td>
<td></td>
</tr>
<tr>
<td>7th</td>
<td>7.4%</td>
<td></td>
</tr>
<tr>
<td>8th</td>
<td>9.7%</td>
<td></td>
</tr>
<tr>
<td>9th</td>
<td>9.3%</td>
<td></td>
</tr>
<tr>
<td>10th</td>
<td>10.7%</td>
<td></td>
</tr>
<tr>
<td>11th</td>
<td>9.6%</td>
<td></td>
</tr>
<tr>
<td>12th</td>
<td>8.9%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>8.8%</td>
<td></td>
</tr>
</tbody>
</table>
Use variation across schools to identify who needs support

**Chronic Absence Levels Among Oakland Public Schools (2009-10)**

<table>
<thead>
<tr>
<th></th>
<th>Elementary</th>
<th>Middle</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td># Schools with 0%-5% Chronic Absence</td>
<td>9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td># Schools with 5.1%-10% Chronic Absence</td>
<td>17</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td># Schools with 10.1%-20% Chronic Absence</td>
<td>25</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td># Schools with &gt;20.1% Chronic Absence</td>
<td>9</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Total No. Schools</td>
<td>60</td>
<td>16</td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Elementary</th>
<th>Middle</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest % of Chronic Absence</td>
<td>31.5%</td>
<td>32.8%</td>
<td>42.1%</td>
</tr>
<tr>
<td>Lowest % of Chronic Absence</td>
<td>0.3%</td>
<td>6.9%</td>
<td>7.9%</td>
</tr>
<tr>
<td>Median</td>
<td>12.7%</td>
<td>14.9%</td>
<td>21.0%</td>
</tr>
<tr>
<td>Mean</td>
<td>11.9%</td>
<td>15.6%</td>
<td>22.4%</td>
</tr>
</tbody>
</table>
This analysis divides all chronically absent 1st graders in Oakland Unified district into 4 tiers (almost quartiles) based upon their level of absence.

**Level 1:** 10.3%
**Level 2:** 11.8%
**Level 3:** 14.9%
**Level 4:** 24.3%
Close the achievement gap by mapping the attendance gap

% Chronically Absent Students By Ethnicity
2011-12 School Year

[Graph showing percentage of chronically absent students by ethnicity across grade levels.]
Possible Next Steps

1) Bring together key stakeholders to form a district level attendance team

2) Collect and review your baseline data on chronic absence

3) Carry out this self-assessment as a group and identify next steps given strengths and challenges.

4) Determine when and how often this group will meet to ensure continued progress.
Tips for Moving Forward

• Improving attendance happens over time, with constant care and attention

• Reducing chronic absence requires operating at the level of the system and the individual.

• Draw upon data and passion.

• Look into your heart and find the story that will keep you inspired, energized and motivated.
Holding Ourselves Accountable

Turn to the person next to you, and tell him/her...

1. What is one action you will take as a result of what you’ve heard today?

2. Is there a story that keeps you inspired?