



Relationships All Year Round: Nurturing Showing Up

Attendance Awareness Campaign 2023 – Webinar 2 of 4

May 10, 2023

www.attendanceworks.org



Welcome!



S. Kwesi Rollins

*Vice President for Leadership & Engagement
Institute for Educational Leadership
Chair, Advisory Board, Attendance Works*



Hedy N. Chang

*Executive Director
Attendance Works*

About the Institute for Educational Leadership

IEL acts as a catalyst and capacity builder at the intersection of education, community collaboration and workforce development to effectively promote equity and better opportunities for all children and youth. IEL:

- ✓ identifies and implements innovative strategies particularly where educational, economic and social challenges or gaps exist.
- ✓ has developed, trained and supported thousands of leaders across various networks.
- ✓ works at the local, state and national level, investing in community leaders of all ages, stages and sectors.

To learn more visit: www.iel.org



About Attendance Works

Attendance Works advances student success and closes equity gaps by reducing chronic absence. Operating at the local, state, and national level, Attendance Works:

- ✓ Advances better **policy**
- ✓ Nurtures proven and promising **practice**
- ✓ Promotes meaningful and effective **communication**
- ✓ Catalyzes needed **research**

Since our launch in 2010, we have become the nation's “go-to” resource for improving student attendance. To learn more, visit our website: www.attendanceworks.org

Agenda

I. Welcome

II. Attendance Awareness Campaign and Key Concepts

Kwesi Rollins, Senior Vice President for Leadership & Engagement, IEL
Hedy Chang, Executive Director, Attendance Works

III. Panel:

- ❖ **Yolie Flores**, CEO & President, Families In Schools
- ❖ **Shadae Harris**, Chief Engagement Officer, Richmond Public Schools
- ❖ **Phyllis Jordan**, Associate Director, FutureEd, Georgetown University McCourt School of Public Policy
- ❖ **Aldo Ramirez**, Associate Superintendent, Educational Services, Salinas City Elementary School District

IV. Closing Reflections & Resources

Convening Partners AAC 2023!



See the full list of national and state campaign partners here: <https://awareness.attendanceworks.org/partners-2/>



Theme for 2023!

Showing Up Together!



Attendance Awareness Campaign 2023 Webinar Series

Register here: <https://www.attendanceworks.org/resources/webinars/>

Note: Each session is accompanied by a discussion guide that can be used for webinar parties.

Webinar 1 **Belonging & Engagement: The Keys to Showing Up,**
Thursday, March 30 2023: 12pm-1:30pm PT / 3pm-4:30pm ET (recorded)

Webinar 2 **Relationships All Year Round: Nurturing Showing Up**
Wednesday, May 10, 12pm-1:30pm PT / 3pm-4:30pm ET (Today)

Webinar 3 **A Healthy Return to School: Ensuring Showing Up**
Wednesday, August 9, 12pm-1:30pm PT / 3pm-4:30pm ET

Webinar 4 **Bright Spots: Sustain Engagement and Attendance,**
Wednesday, September 27, 12pm-1:30pm PT / 3pm-4:30pm ET

2023 Theme: Showing Up Together

Selected Key Messages

- ❖ **Building strong, trusting relationships that promote a feeling of belonging is fundamental to improving student attendance and engagement.**
- ❖ **Students are more likely to attend school if they feel safe, connected and supported.**
- ❖ **A positive, problem-solving approach driven by data will improve attendance.**
- ❖ **When the whole community collaborates with families and schools, we can overcome barriers to attendance and engagement.**



Thank You to Our Corporate Sponsors for this Webinar!



RaaWee K12 provides a highly robust collaboration platform where school districts implement best practices for tracking students' attendance and managing interventions.



Automate Your Day: School Technology provides a wide range of Skyward integrated hardware and software solutions that specifically meet the unique needs of K12 education.



Support Attendance Works



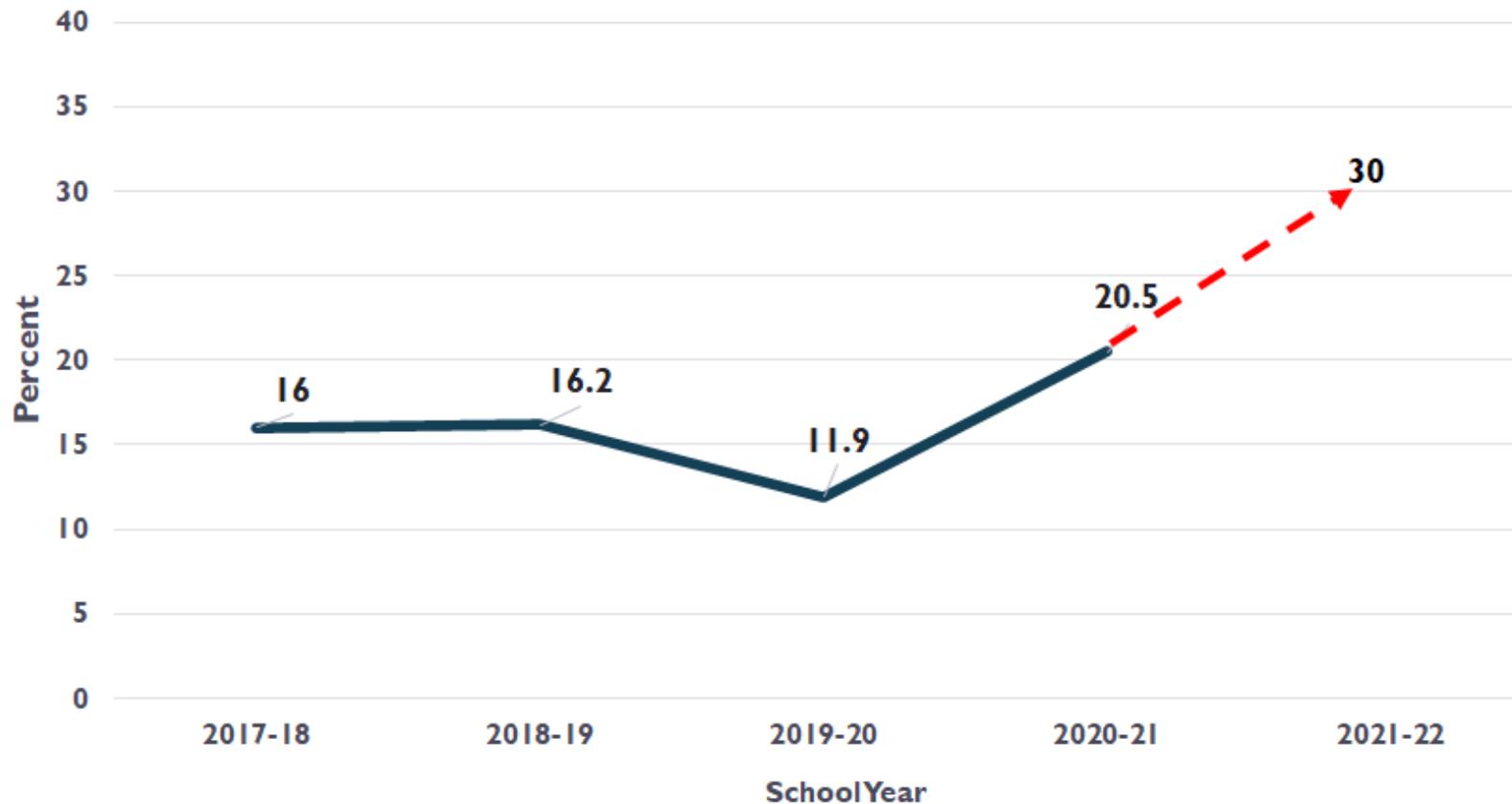
Photo by Allison Shelley/The Verbatim Agency for EDUimages

Together, we have the opportunity to truly change the life trajectory for millions of students.

DONATE

Chronic Absence Trends for the United States

Percentage of Students Chronically Absent Likely Doubled Nationwide Since 2018-2019

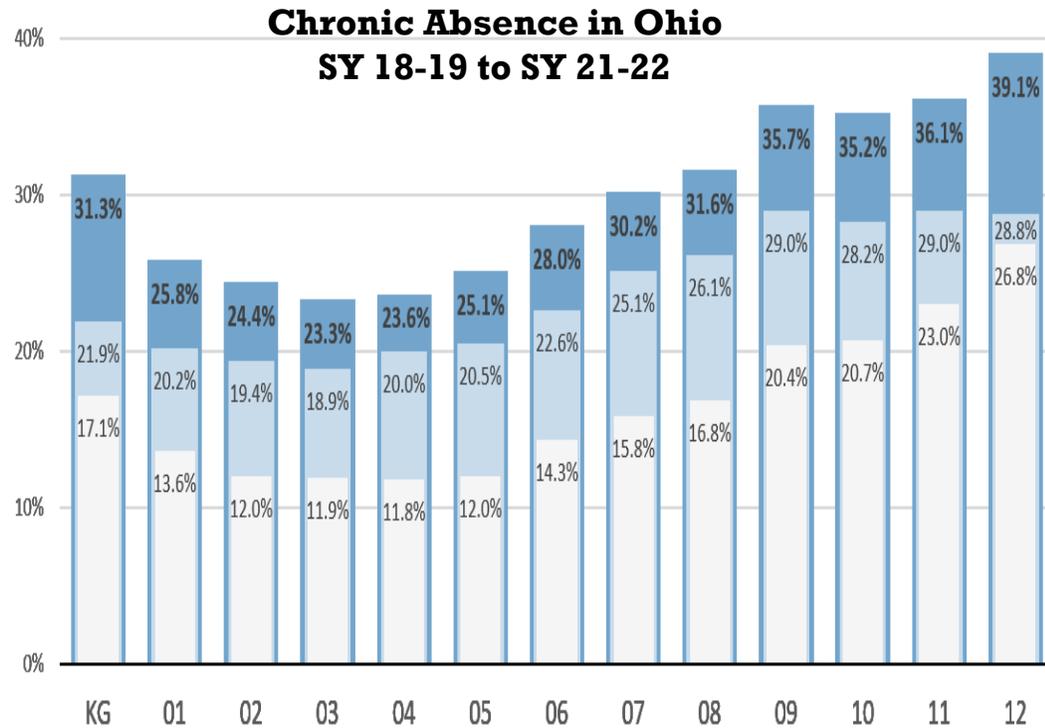


✓ Increases are occurring in tandem with significant drops in achievement

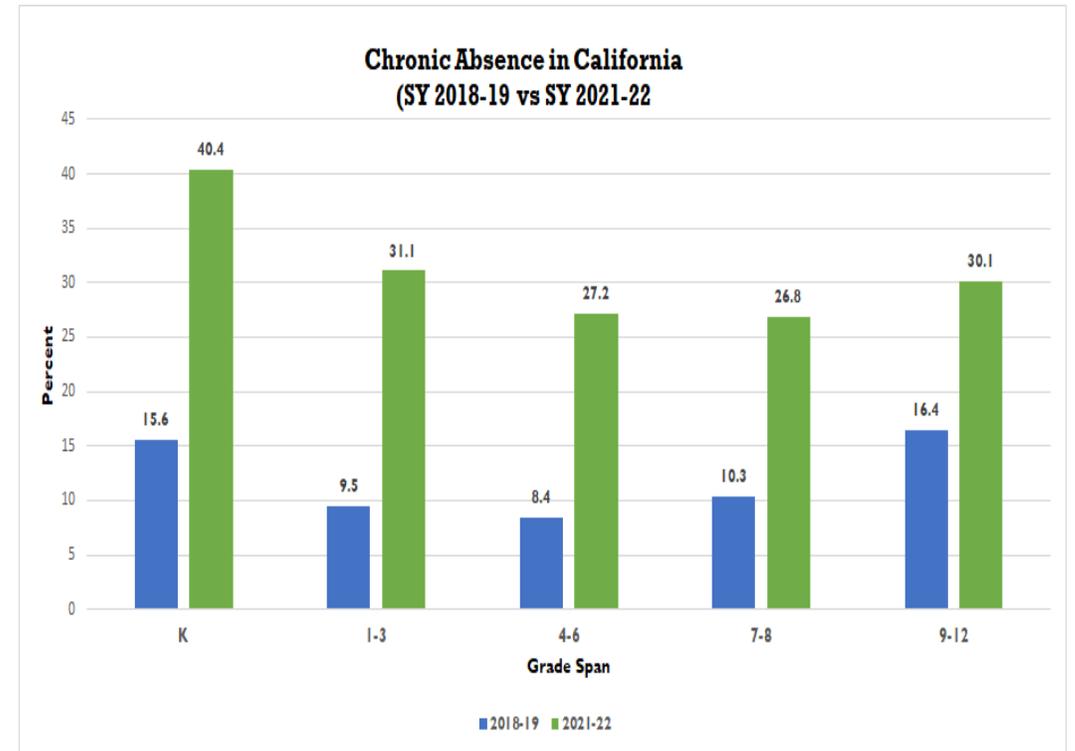
✓ Chronic absence is higher than ever, especially in early elementary and high school

✓ Early data from 2022–23 (not shown in figure) indicate rates remain high

Alarming Increases Seen in Kindergarten Chronic Absence



2018-2019 2020-2021 2021-2022

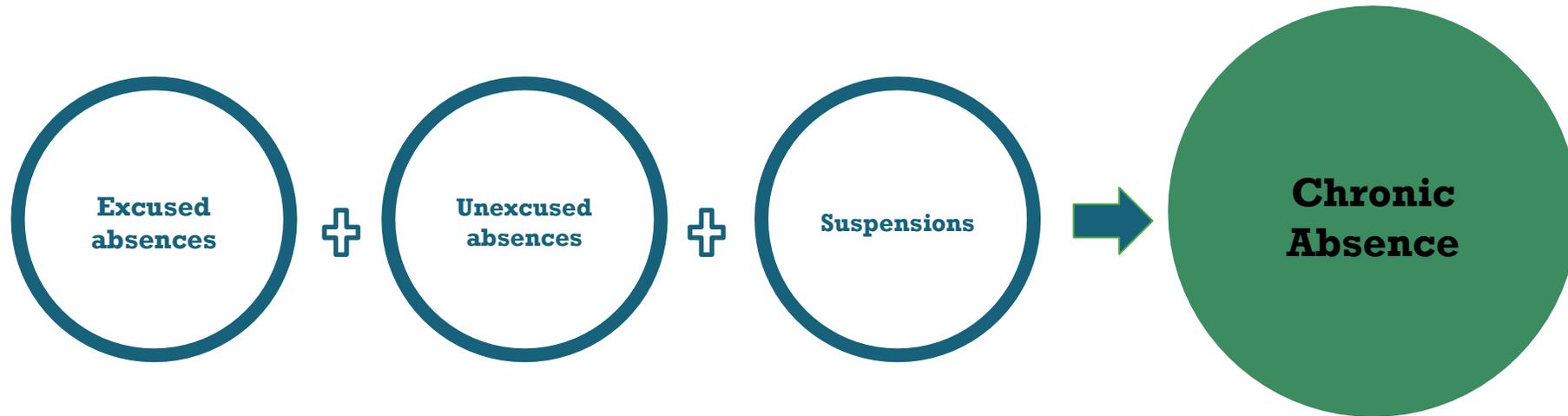




What is chronic absence?

Chronic absence is missing so much school for any reason that a student is academically at risk.

Chronic absence is defined as **missing 10 percent or more of school for any reason.**



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

Chronic Absence vs. Truancy

Truancy

- ▲ Counts **ONLY** unexcused absences
- ▲ Emphasizes individual compliance with school rules
- ▲ Uses legal, typically more blaming and punitive, solutions



Chronic Absence

- Counts **ALL** absences (*excused, unexcused & suspensions*)
- Emphasizes impact of missed days and benefits of being present
- Uses preventative, problem-solving, trauma-sensitive strategies
- Cultivates family & student engagement

How Unexcused Label Affects School Response

Response To Excused	Response to To Unexcused
Help with homework	Denial of help or no credit for homework
Make-up exams	No make-up exams
Home tutoring provided	Denial of class credit
	Removal from extra-curricular activities
	Send notices of truancy
	If unexcused absences accumulate despite earlier outreach from schools and districts, courts can
	Fine student and parents
	Require community service program or parenting program
	Charge parents with misdemeanor

<https://www.attendanceworks.org/new-report-how-do-unexcused-absences-disrupt-efforts-to-improve-attendance/>



Chronic Absence & Equity

Chronic absence is a *leading* indicator and a *cause* of educational inequity



Reducing chronic absence requires addressing underlying challenges

Barriers

- Chronic and acute illness
- Family responsibilities or home situation
- Trauma
- Poor transportation
- Housing and food insecurity
- Inequitable access to needed services
- System involvement
- Lack of predictable schedules for learning
- Lack of access to tech
- Etc. and many more!

Aversion

- Struggling academically and/or behaviorally
- Unwelcoming school climate
- Social and peer challenges
- Anxiety
- Biased disciplinary and suspension practices
- Undiagnosed disability and/or disability accommodations
- Parents had negative educational experiences

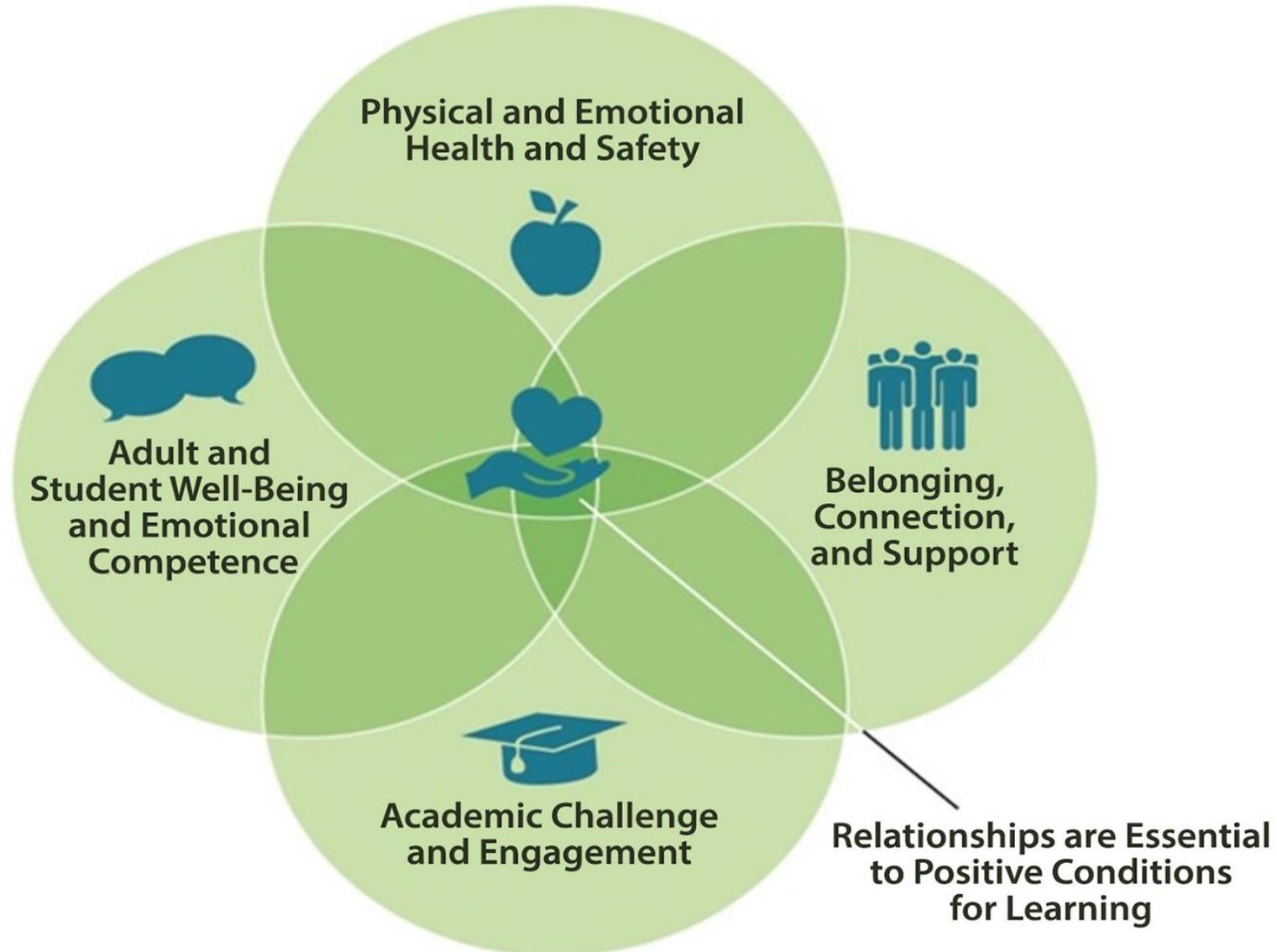
Disengagement

- Lack of challenging, culturally responsive instruction
- Bored
- No meaningful relationships to adults in the school (especially given staff shortages)
- Lack of enrichment opportunities
- Lack of academic and behavioral support
- Failure to earn credits
- Drawn to low-wage job vs. being in high school

Misconceptions

- Absences are only a problem if they are unexcused
- Missing 2 days per month doesn't affect learning
- Lose track and underestimate TOTAL absences
- Sporadic absences aren't a problem
- Attendance only matters in the older grades
- Suspensions don't count as absence

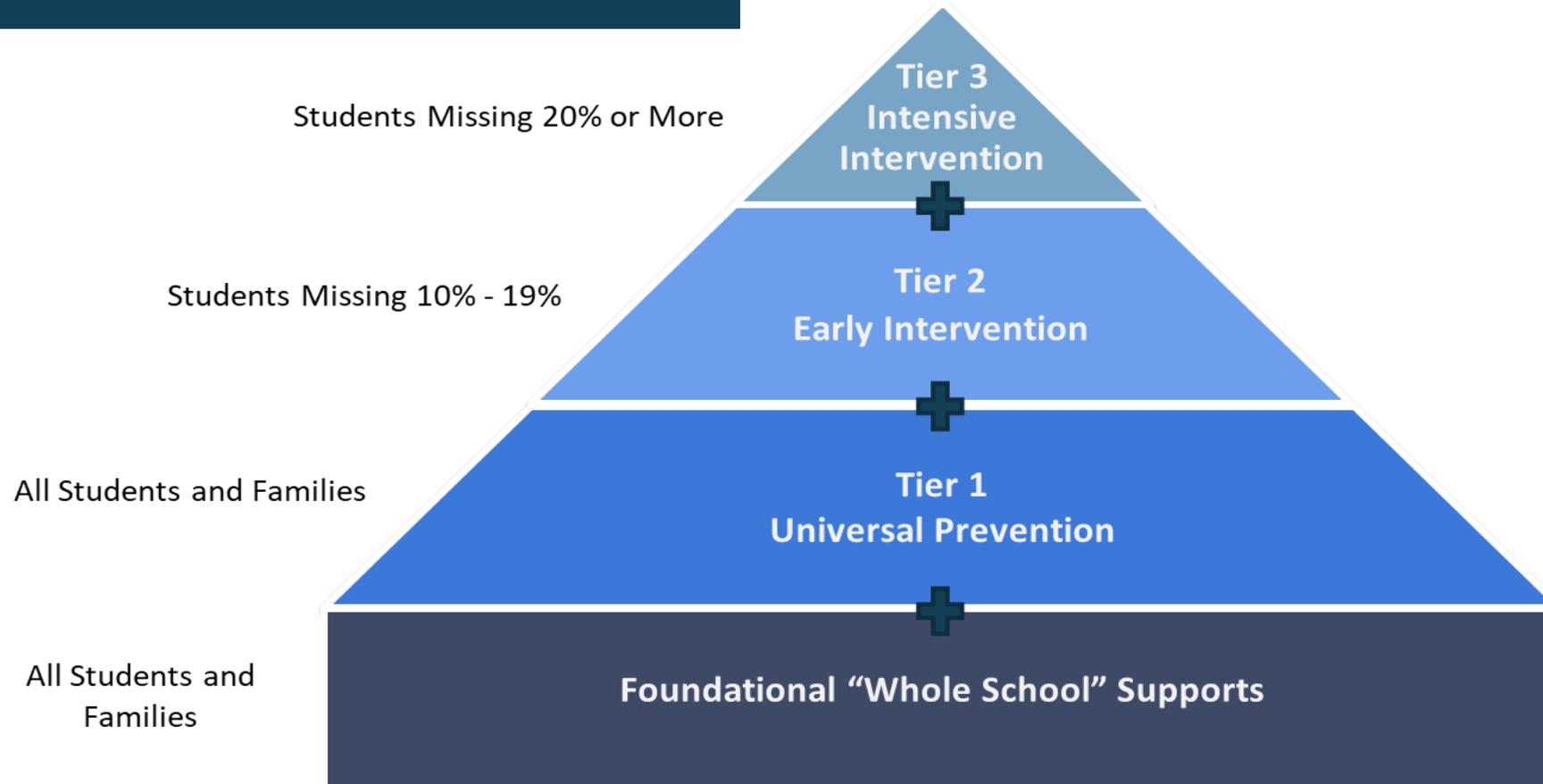
Take an all-hands-on-deck “team” approach to rebuilding positive conditions for learning in our schools





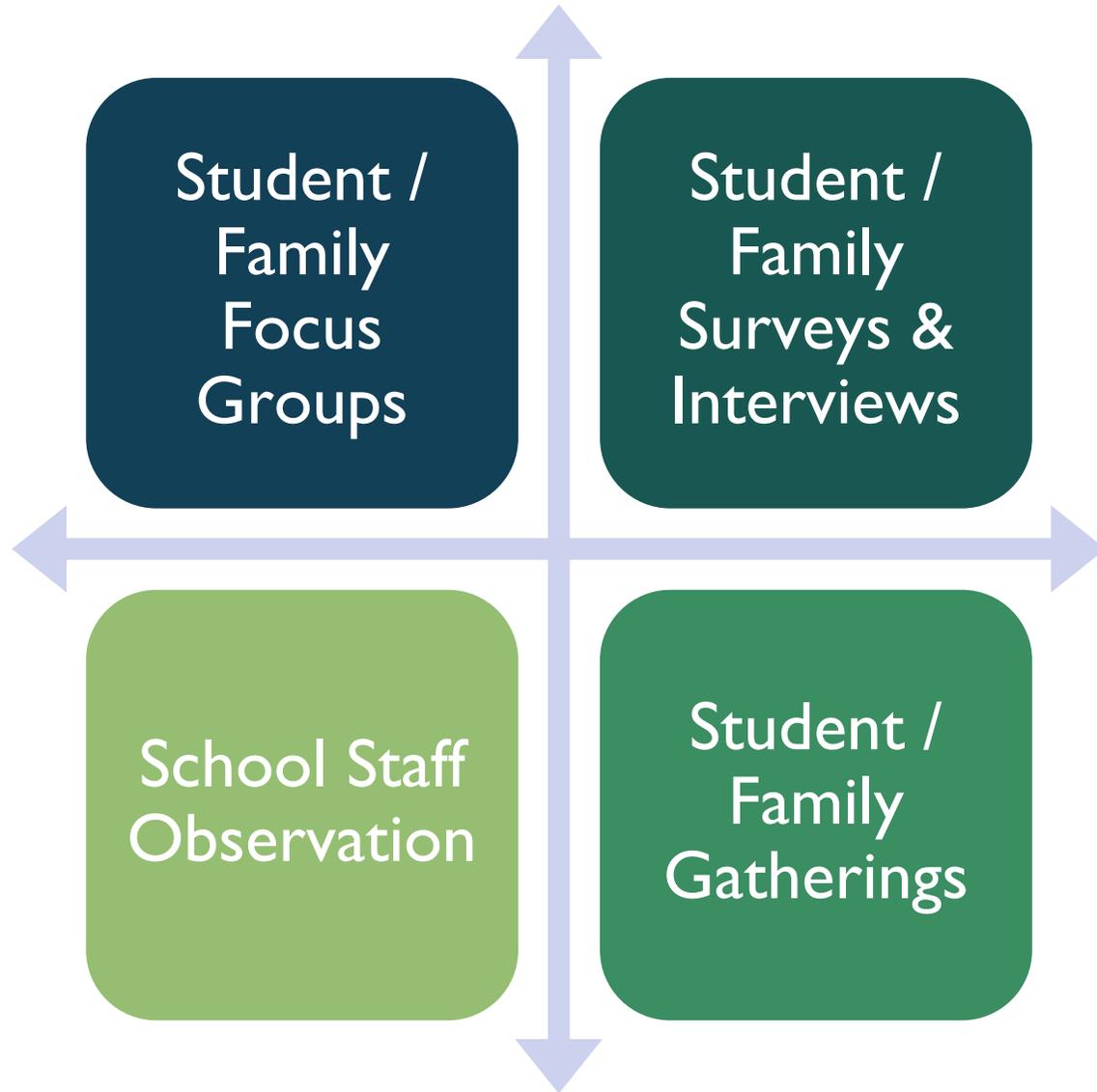
Offer a multi-tiered approach that begins with prevention

Working across silos is essential!



<https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/>

Gather Information About Why Students Do and Do Not Attend School



Common barriers students shared:

Stress **TIRED** **family issues**

unstable housing **NEED TO WORK**

End the Silence
YOUTH FOCUS GROUPS

All Butte County Focus

Biggest Weight?

Parents: Yelling/Fighting, Comparing to Siblings, ^{unfair work} ~~Self / injured parent~~

Home - less Supportive

Social Media

Stressor?

School: Too much homework!, Not learning / teaching ourselves, ^{not enough time} ~~Grading~~ ^{Old Schedules} ~~Grades~~ ^{'All As'} ~~College~~ ^{planning} ~~College~~ ^{staying} ~~College~~ ^{playing} ~~College~~

Anxiety: Over-thinking, **SPIRAL**, No motivation, Poor self talk, **Have to be PERFECT**, **HIDING** my true self

FEAR of Rejection: "Empty Gas Tank"

Isolation Loneliness

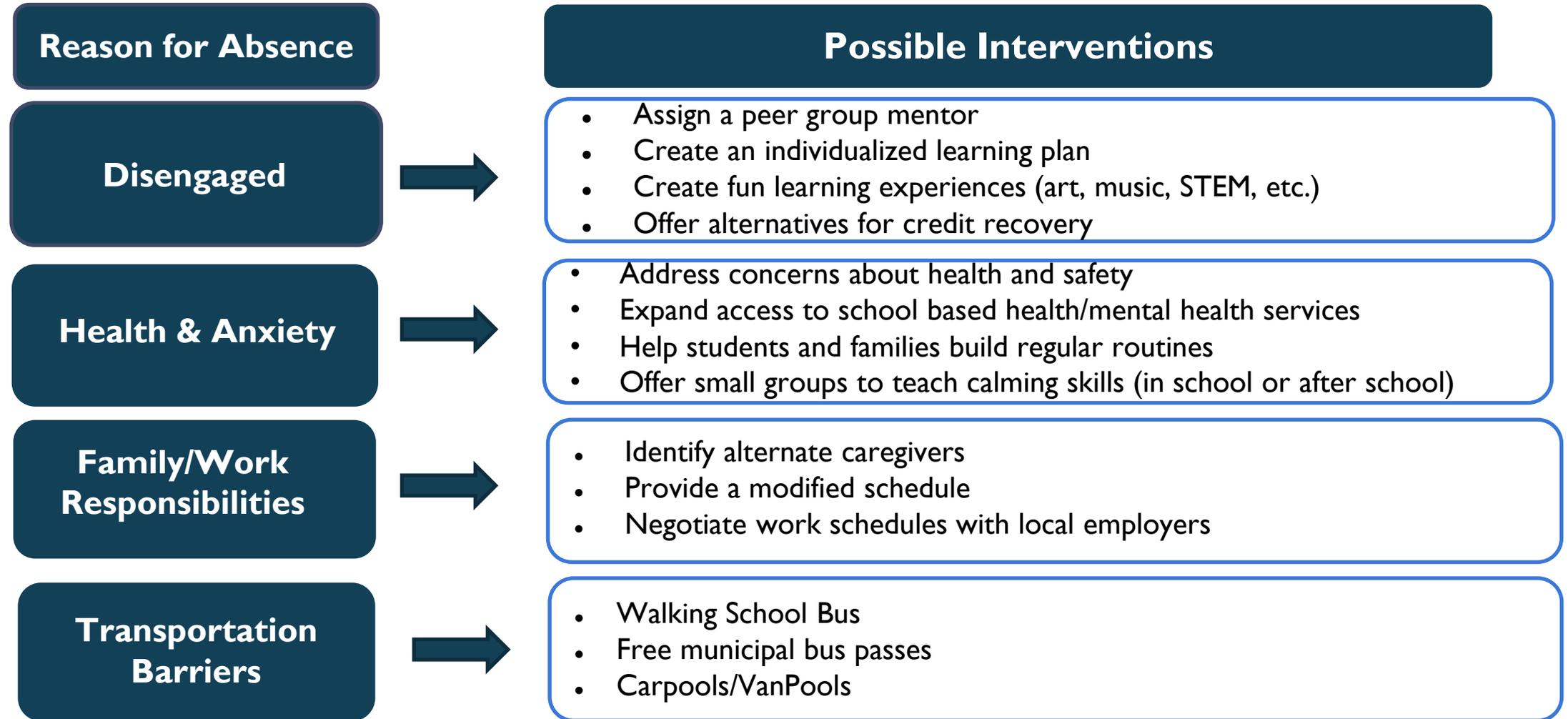
COVID changed everything

How many Know Someone? who is Struggling?

76% Average

Range: 14-100%
9 of 13 groups over 80%

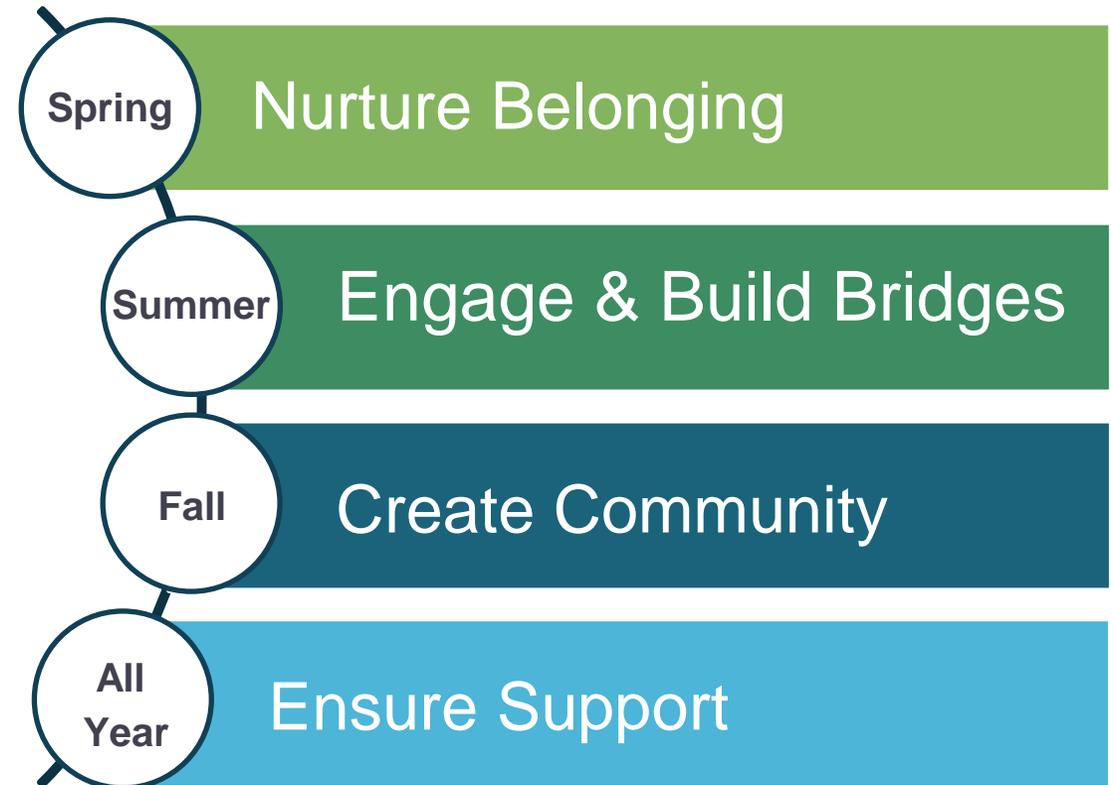
Align Interventions to Local Realities



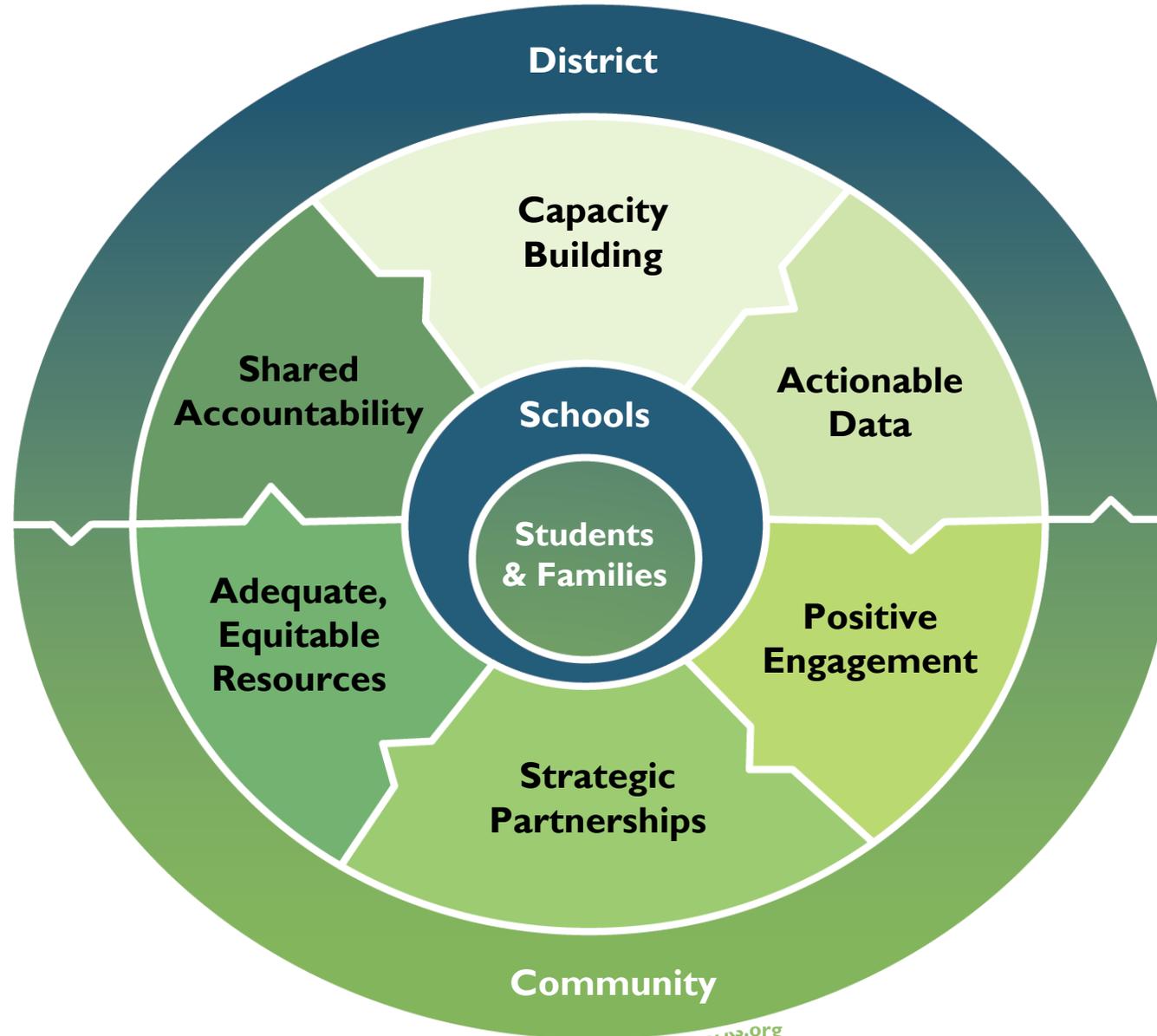
Taking A Year Long Approach

Recommended Steps:

- 1. Convene your team*
- 2. Review data & identify priority groups*
- 3. Craft engagement strategies and develop your plan*
- 4. Reflect, learn & improve*



Key Ingredients of Systemic Change to Reducing Absenteeism



Attendance Playbook 3.0

- A joint project by FutureEd and Attendance Works
- Offers interventions for reducing chronic absence

Provides:

- ✓ ESSA research level
- ✓ MTTS tier of support
- ✓ Research and resources



LINK: <https://www.future-ed.org/attendance-playbook/>

Research and Resources

RESEARCH

- School-located influenza vaccination and absenteeism among elementary school students in a Hispanic community: **PROMISING**
- Impact of school flu vaccine program on student absences: **EMERGING**
- Burden of asthma in inner-city elementary schoolchildren: **PROMISING**
- The Relationship Between School-Based Health Centers, Rates of Early Dismissal from School, and Loss of Seat Time: **PROMISING**

RESOURCES

- The Cost Benefit of Comprehensive Primary and Preventive School-Based Health Care
- School-Based Health Care Support Toolkit

RESEARCH

- Can Restorative Practices Improve School Climate and Curb Suspensions? **MODERATE**
- The Promise of Restorative Practices to Transform Teacher-Student Relationships and Achieve Equity in School Discipline: **EMERGING**
- A Cluster-Randomized Trial of Restorative Practices: **EMERGING**

RESOURCES

- Restorative Justice in U.S. Schools: A Research Review

Panelists



Yolie Flores
*CEO & President
Families In Schools*



Shadae Harris
*Chief Engagement Officer
Richmond Public Schools*



Phyllis Jordan
*Associate Director
Future Ed, Georgetown
University
McCourt School of
Public Policy*



Aldo Ramirez
*Associate Superintendent,
Educational Services, Salinas City
Elementary School District*

**Tell us about the challenges families and youth
are experiencing?**





https://www.youtube.com/watch?v=ILQSYTujbs&list=PLsjyd5HXPnfpwiNYEQt4OXDPbr_0jF4to&t=64s

1

What matters most to families

When asked where Los Angeles Unified should focus its resources, families prioritized academics, enrichment opportunities, and social emotional learning during and outside of school hours. Families identified high quality tutoring as one clear way that schools can support children across the district.

2

What families want to see

Families are clear they wanted to see better information about their child's academic progress toward grade-level learning. Compared to last year, there was an overall increase in families who wanted to see information on access and progress on grade-level, high quality curriculum and what academic standards their child should be learning and what they are actually learning.

3

How families feel about where the district is headed

Families expressed support for the aims of the new Los Angeles Unified 2022-26 strategic plan, especially providing students with the support, knowledge, and skills to reach their full academic potential and graduate

4

How are families represented in decision-making

After the first full academic year of in-person learning, families report even higher feelings of being heard and represented in school-based decisions than they did last year.

5

How committed are families to their current school system

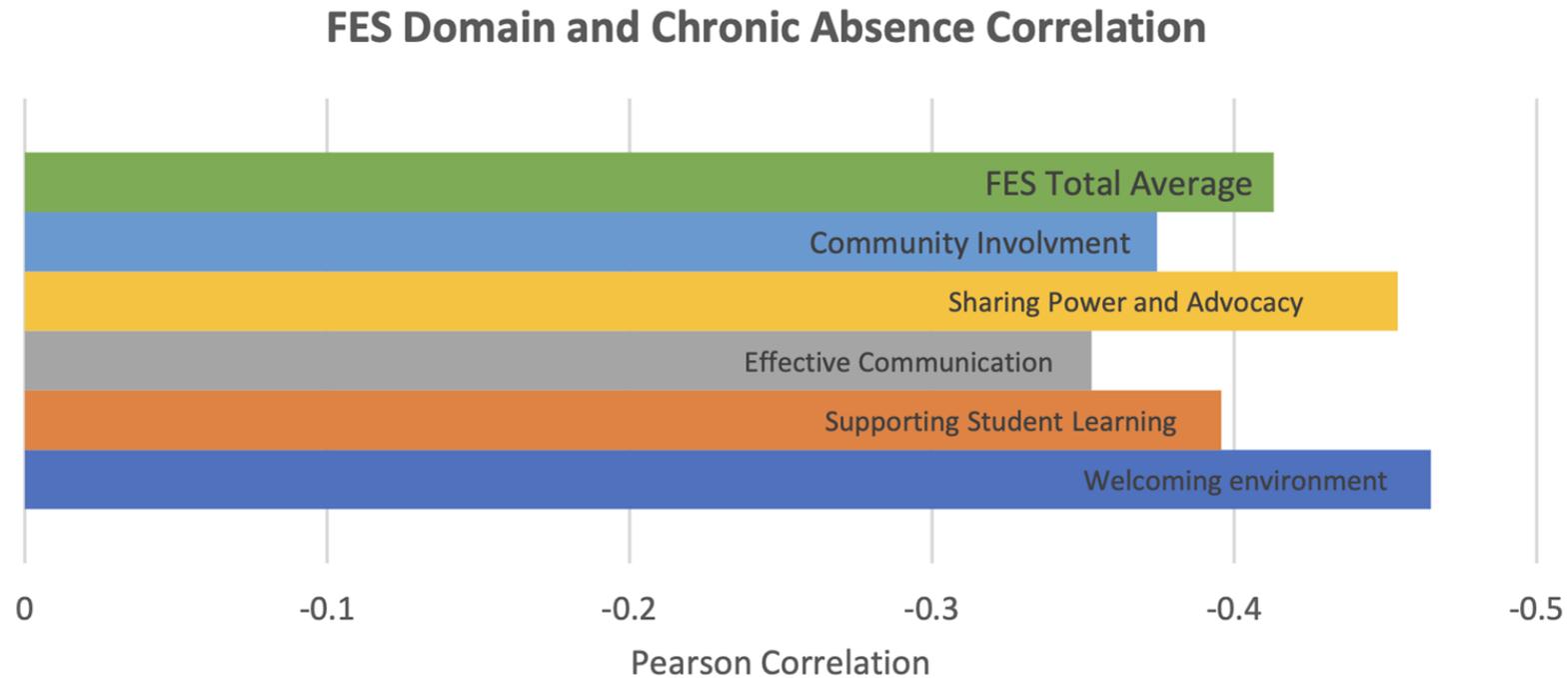
Many families are struggling with the decision about where to send their children to school long term. The majority of families plan to stay in public school options within Los Angeles Unified. Those that are not committed to staying in their Los Angeles Unified neighborhood school are mostly considering attending nearby districts within Los Angeles County.

What do we know from research about what helps students and families show up?



What Matters to Families

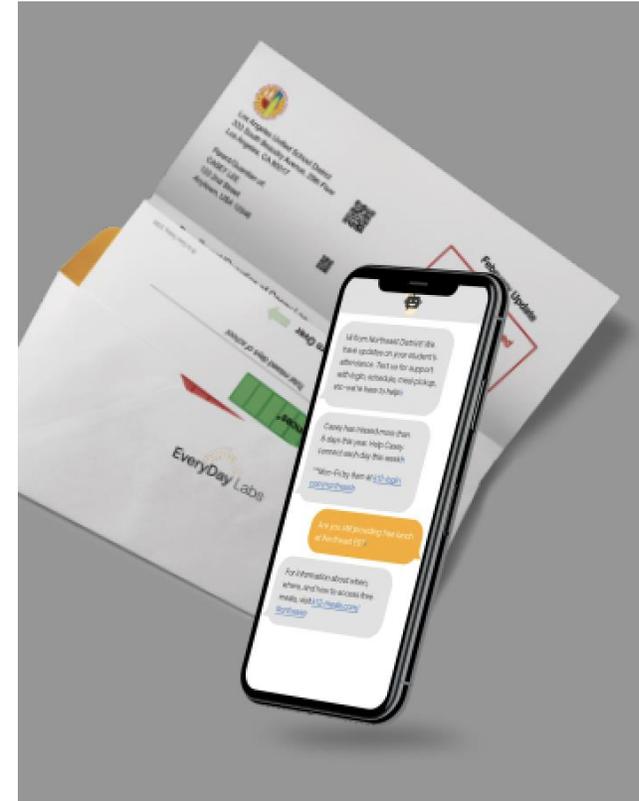
Attendance improves parents feel welcome at school and feel they have a voice in what happens there.



Communicating With Families

Direct, personalized outreach to families—through letters or texts—can reduce absenteeism. These should:

- Focus on empathy, how the school can help families
- Avoid punitive messages that leaves parents feeling blamed
- Provide precise, personalized information
- Send repeated communications notices throughout the year



Positive Greetings at the Door

- Greet each student by name as they enter the classroom
- Remind students of what's expected in terms of behavior
- Provide an activity students can do as they settle into the classroom
- Connect with students who misbehaved or had negative interactions the previous day



Targeted Family Visits

During the pandemic, some districts began targeting home visits to families of students with high rates of absenteeism.

Connecticut's \$10.7 million LEAP program:

- Reached 8,700 students in 15 districts
- Led to a 15-percentage point increase in attendance after 6 months



Connecting Students and Teachers

Numerous studies show that teachers can influence student attendance—and, with it, academic success.

What Matters:

- Knowing the teacher from past years
- Small group work, advisories
- Fair discipline practices
- A diverse teaching force



Instruction That Matters

Students become more engaged when they believe what they're learning matters.

This works best when interventions:

- Help students see the relevance of lessons
- Connect to a students' culture
- Offer a viable career track
- Offer students a voice



**How do you build systems to change culture,
support relationships and engage in continuous
improvement?**



SCESD Chronic Absenteeism

2018-2019

LEARN MORE
Chronic Absenteeism

All Students State

Yellow

9.5% chronically absent

Maintained -0.3%

EQUITY REPORT
Number of Student Groups in Each Color

1	2	7	1	0
Blue	Green	Yellow	Orange	Red

[View More Details →](#)

2021-2022

LEARN MORE
Chronic Absenteeism

All Students State

Very High

37.9% chronically absent

EQUITY REPORT
Number of Student Groups in Each Level

11	1	0	0	0
Very High	High	Medium	Low	Very Low

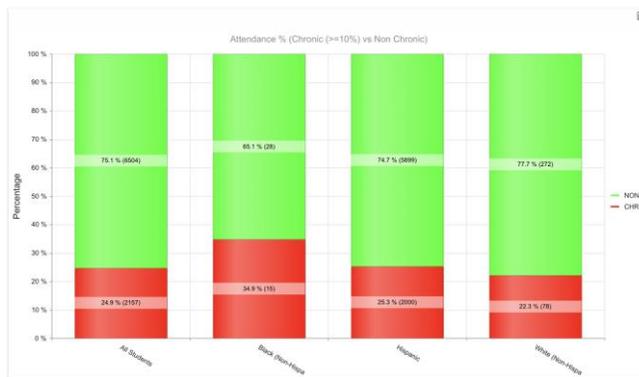
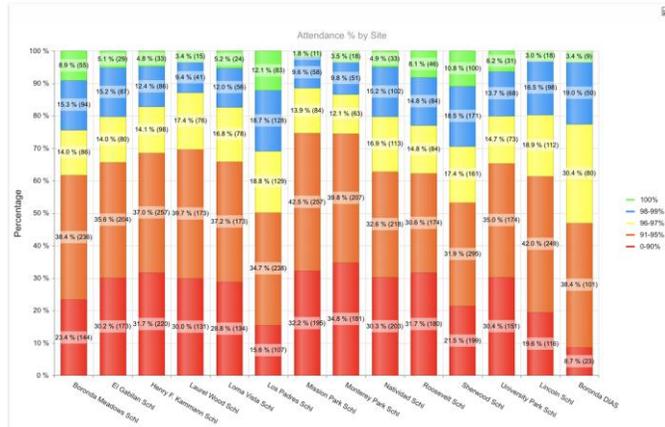
[View More Details →](#)

SCESD Research Based Design

Overview of Chronic Absenteeism Brief

August 30, 2022

SCESD Data Systems



LV Chronic Abs CCIT Spreadsheet

File Edit View Insert Format Data Tools Extensions Help

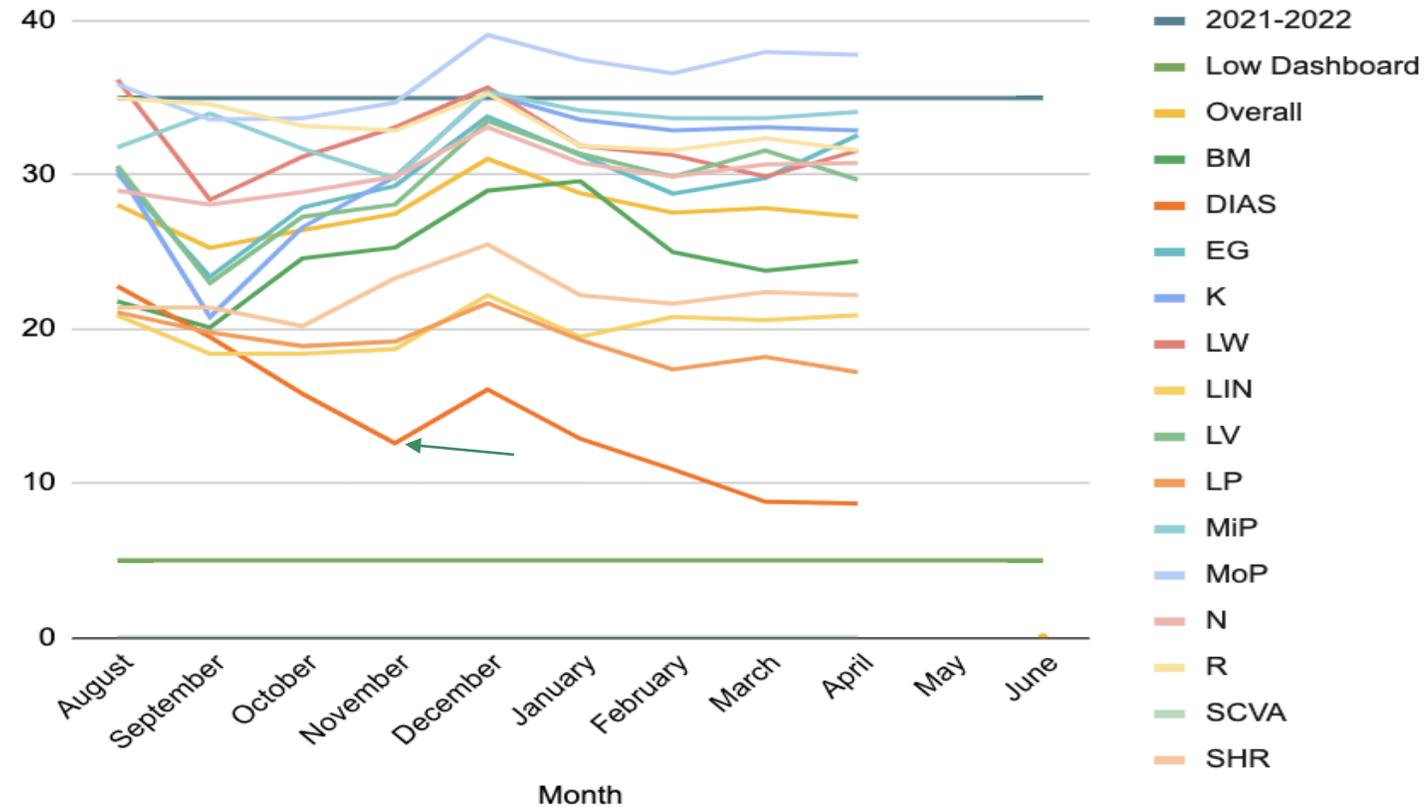
100% 123 Calibri 11

A1	Notes	CICO	2X10	T3	Id	School	Qualifying %	Cycle 1	Cycle 1 Diff	Cycle 2	Cycle 2 Di	Cycle 3	Cycle 3 Di	Cycle 4	Cycle 4 Di	Cycle 5	Cycle 5 Di	Cycle 6	Cycle 6 Di
155					1201801304	Esc Loma Vista Sch	95.08%	#N/A	#N/A	#N/A	#N/A	89.53%	#N/A	91.59%	2.06%	91.45%	-0.14%	89.13%	-2.32%
156					1201802333	Vill Loma Vista Sch	93.44%	#N/A	#N/A	#N/A	#N/A	95.35%	#N/A	98.13%	2.78%	94.02%	-4.11%	89.13%	-4.89%
157					1202200085	San Loma Vista Sch	91.80%	#N/A	#N/A	#N/A	#N/A	95.35%	#N/A	98.13%	2.78%	94.02%	-4.11%	89.13%	-4.89%
158					1202100194	Par Loma Vista Sch	98.36%	#N/A	#N/A	#N/A	#N/A	89.53%	#N/A	86.92%	-2.61%	87.18%	0.26%	89.86%	2.68%
159					1201601930	Cal Loma Vista Sch	88.52%	#N/A	#N/A	#N/A	#N/A	80.23%	#N/A	85.98%	5.75%	87.18%	1.20%	89.86%	2.68%
160					2000000904	Rar Loma Vista Sch	83.61%	72.00%	-11.61%	81.40%	9.40%	86.05%	4.65%	88.79%	2.74%	88.03%	-0.76%	89.86%	1.83%
161					1202001305	Mo Loma Vista Sch	95.08%	88.00%	-7.08%	#N/A	#N/A	87.21%	#N/A	86.92%	-0.29%	88.03%	1.11%	89.86%	1.83%
162					1201600372	Pa Loma Vista Sch	83.61%	80.00%	-3.61%	83.72%	3.72%	84.88%	1.16%	86.92%	2.04%	88.03%	1.11%	89.86%	1.83%
163					1202100288	Ma Loma Vista Sch	91.80%	#N/A	#N/A	#N/A	#N/A	88.37%	#N/A	88.79%	0.42%	88.89%	0.10%	89.86%	0.97%
164					1202000221	Rar Loma Vista Sch	86.89%	#N/A	#N/A	#N/A	#N/A	89.53%	#N/A	87.85%	-1.68%	88.89%	1.04%	89.86%	0.97%
165					2000000385	Mo Loma Vista Sch	83.61%	#N/A	#N/A	86.05%	#N/A	86.05%	0.00%	87.85%	1.80%	88.89%	1.04%	89.86%	0.97%
166					2000000395	Hue Loma Vista Sch	88.52%	84.00%	-4.52%	88.37%	4.37%	84.88%	-3.49%	87.85%	2.97%	88.89%	1.04%	89.86%	0.97%
167					1202001325	Rot Loma Vista Sch	88.52%	80.00%	-8.52%	86.05%	6.05%	89.53%	3.48%	91.59%	2.06%	89.74%	-1.85%	89.86%	0.12%
168					1202000113	Brit Loma Vista Sch	86.89%	#N/A	#N/A	#N/A	#N/A	87.21%	#N/A	89.72%	2.51%	89.74%	0.02%	89.86%	0.12%
169					2000001774	Reg Loma Vista Sch	90.16%	#N/A	#N/A	#N/A	#N/A	87.21%	#N/A	89.72%	2.51%	89.74%	0.02%	89.86%	0.12%
170					2000002515	Cas Loma Vista Sch	91.80%	88.00%	-3.80%	#N/A	#N/A	88.37%	#N/A	88.79%	0.42%	89.74%	0.95%	89.86%	0.12%
171					1201900456	Var Loma Vista Sch	93.44%	#N/A	#N/A	#N/A	#N/A	79.07%	#N/A	83.18%	4.11%	84.62%	1.44%	90.58%	5.96%
172					1201601418	Her Loma Vista Sch	98.36%	#N/A	#N/A	#N/A	#N/A	86.05%	#N/A	87.85%	1.80%	88.89%	1.04%	90.58%	1.69%
173					1201701645	Par Loma Vista Sch	96.72%	#N/A	#N/A	#N/A	#N/A	93.02%	#N/A	92.52%	-0.50%	89.74%	-2.78%	90.58%	0.84%
174					1201900113	Rar Loma Vista Sch	86.89%	#N/A	#N/A	88.37%	#N/A	88.37%	0.00%	89.72%	1.35%	89.74%	0.02%	90.58%	0.84%
175					1201801784	Ma Loma Vista Sch	93.44%	88.00%	-5.44%	#N/A	#N/A	88.37%	#N/A	89.72%	1.35%	89.74%	0.02%	90.58%	0.84%
176					1201701642	Gor Loma Vista Sch	90.16%	#N/A	#N/A	#N/A	#N/A	90.70%	#N/A	88.79%	-1.91%	89.74%	0.95%	90.58%	0.84%
177					1201801296	Rey Loma Vista Sch	91.80%	#N/A	#N/A	#N/A	#N/A	86.05%	#N/A	88.79%	2.74%	89.74%	0.95%	90.58%	0.84%
178					2000001163	Alv Loma Vista Sch	93.44%	88.00%	-5.44%	#N/A	#N/A	91.86%	#N/A	90.65%	-1.21%	90.60%	-0.05%	90.58%	-0.02%
179					1202100149	Cer Loma Vista Sch	95.08%	#N/A	#N/A	#N/A	#N/A	91.86%	#N/A	90.65%	-1.21%	90.60%	-0.05%	90.58%	-0.02%
180					2000002487	Cris Loma Vista Sch	96.72%	#N/A	#N/A	#N/A	#N/A	91.86%	#N/A	90.65%	-1.21%	90.60%	-0.05%	90.58%	-0.02%
181					1201801449	Gar Loma Vista Sch	96.72%	#N/A	#N/A	#N/A	#N/A	90.70%	#N/A	90.65%	-0.05%	90.60%	-0.05%	90.58%	-0.02%
182					1201900474	Che Loma Vista Sch	98.36%	#N/A	#N/A	#N/A	#N/A	89.53%	#N/A	90.65%	1.12%	90.60%	-0.05%	90.58%	-0.02%
183					1201601379	Rar Loma Vista Sch	95.08%	#N/A	#N/A	#N/A	#N/A	94.19%	#N/A	93.46%	-0.73%	91.45%	-2.01%	90.58%	-0.87%
184					2000000394	Jim Loma Vista Sch	88.52%	76.00%	-12.52%	86.05%	10.05%	91.86%	5.81%	91.59%	-0.27%	91.45%	-0.14%	90.58%	-0.87%
185					1201600350	Cal Loma Vista Sch	96.72%	#N/A	#N/A	#N/A	#N/A	95.35%	#N/A	92.52%	-2.83%	92.31%	-0.21%	90.58%	-1.73%
186					1201901355	Dia Loma Vista Sch	96.72%	#N/A	#N/A	#N/A	#N/A	91.59%	#N/A	92.31%	2.06%	92.31%	0.72%	90.58%	-1.73%
187					1202100562	Per Loma Vista Sch	88.52%	80.00%	-8.52%	88.37%	8.37%	90.70%	2.33%	94.39%	3.69%	89.74%	-4.65%	91.30%	1.56%
188					1201901208	Vaz Loma Vista Sch	95.08%	#N/A	#N/A	#N/A	#N/A	88.37%	#N/A	89.72%	1.35%	89.74%	0.02%	91.30%	1.56%
189					2000003124	Gal Loma Vista Sch	96.72%	#N/A	#N/A	#N/A	#N/A	89.53%	#N/A	88.79%	-0.74%	89.74%	0.95%	91.30%	1.56%
190					1201701221	Tol Loma Vista Sch	90.16%	#N/A	#N/A	#N/A	#N/A	90.70%	#N/A	91.59%	0.89%	90.60%	-0.99%	91.30%	0.70%
191					2000001454	Ma Loma Vista Sch	95.08%	#N/A	#N/A	#N/A	#N/A	89.53%	1.12%	90.65%	1.20%	90.60%	-0.05%	91.30%	0.70%
192					1201901164	Car Loma Vista Sch	88.52%	#N/A	#N/A	88.37%	#N/A	88.37%	0.00%	90.65%	2.28%	91.45%	0.80%	91.30%	-0.15%
193					1202100554	Hui Loma Vista Sch	91.80%	#N/A	#N/A	88.37%	#N/A	88.37%	0.00%	90.65%	2.28%	91.45%	0.80%	91.30%	-0.15%
194					2000003251	Tat Loma Vista Sch	91.80%	88.00%	-3.80%	#N/A	#N/A	93.02%	#N/A	92.52%	-0.50%	92.31%	-0.21%	91.30%	-1.01%

SCESD Real Time Data

2022-2023

SCESD Chronic Absenteeism by Site 2022-2023



Relationships All Year Round: Nurturing Showing Up

Attendance Awareness Campaign Webinar

Presented By: Dr. Shadae Harris, Chief Engagement Officer; Richmond City Schools

Date: May 10, 2023

Embracing & Honoring Richmond's History

In order to discuss the present, we must first look at the past and how Richmond's history has made an indelible mark on where we are today.

The construction of the Richmond-Petersburg Turnpike, caused destruction and displacement of black families in the thriving Jackson Ward neighborhood. The effects of this project, bisecting the "Harlem of the South," and other blatant acts of the dismantling of black communities are still being felt today.

Sixth Mount Zion Church escaped demolition as the Richmond-Petersburg Turnpike was built. A campaign from the church and community saved the historic house of worship, illustrating the resilience and strength of Richmond residents.



Some change did come in 1954 when Jim Crow laws were overturned as a result of the Brown vs. Board of Education court ruling. Laws weren't totally eliminated until the Civil Rights Act of 1964.



RPS Key Dimensions of Engagement

Building Relationships

Building authentic and trusting relationships between home and school.



Supporting Advocacy

Provide training, assistance, and support to ensure all are informed on critical issues.

Sharing Power

Equal partners in decisions and together inform, influence and create policies, practices, and programs.

Linked to Learning

Connecting to teaching and learning goals for students.

Affirming Differences

Addressing and affirming differences so that all feel welcomed, supported, and diversity is valued.

Division Wide Engagement Goals for SY 2022-23

Deep Partnerships with Families and Community is a key priority in the Division’s Strategic Plan.

Engagement Plans were created by each School for the SY 2022-23 around the following Goals:

1 Decrease Chronic Absenteeism

2 Increase School-Family Communication

3 Increase Parent Advocacy

The image shows three overlapping document thumbnails from Richmond Public Schools (RPS). The top document is titled 'Goal 1: Decrease Chronic Absenteeism' and includes a definition of chronic absenteeism and a table with steps for implementation. The middle document is titled 'Goal 2: Increase School-Family Communication' and includes a definition of communication and a table with steps. The bottom document is titled 'Goal 3: Increase Parent Advocacy' and includes a definition of parent advocacy and a table with steps.

Goal 1: Decrease Chronic Absenteeism

Chronically absent is defined by missing 10% or more days of the school year. For example, if it is day 80, then a school tracker, the utmost impact on their school. We rate directly cor...

Primary Data Point: Information Tracker

Key Indicators (see...)

- Average
- Percent
- Percent

Remind is a system most effective system the accurate contact increase the accurate are connecting with

Step	Instruction	Notes and Examples
Step 3	Fill SA	
Step 4	Co-hel	

Goal 2: Increase School-Family Communication

Consistent and clear communication with families helps build authentic relationships and establishes the trust. Providing families with credibility and deve...

Primary Data Point: Information Tracker

Key Indicators (see...)

- Weekly Ram
- Websites w
- Monthly sch
- Every stud

Goal 3: Increase Parent Advocacy

Parent advocacy is defined as the ways that parents speak up and provide feedback about the policies, issues, and activities that impact their children's education. This can be at multiple levels of community, education and government - your school, local non-profits, the division and school board, city council, the state government, and the federal government. At each level there are opportunities to get involved and contribute towards our scholars' education, well-being, and success.

Primary Data Point: Family Engagement Survey Completion Percentage

→ SY 2021-22 Family Engagement Survey Goals

Key Indicators:

- Active school-based parent group
- Minimum of 5 family engagement activities per year to include a Welcome Back Event, End of Year Event, and an event held in the community such as a church, community center, or neighborhood.

Steps to Increase Parent Advocacy		
Step	Instruction	Notes and Examples
Step 1	Review Family Engagement Survey Results (available July 2022).	
Step 2	Set a S.M.A.R.T. school target for Family Engagement Survey Completion for 22-23.	Division Goal: 6,000 responses School Goal: _____ responses (Tier 1: 50% Tier 2: 35% Tier 3: 25%)
Step 3	Assign staff members to support survey completion.	Use Communication and Outreach Strategies on next page.

Richmond Public Schools | 201 North 9th Street | Richmond, VA | www.rpschools.net

Engagement Goal 1 - Decrease Chronic Absenteeism

Building School Capacity

- School Dashboards track Chronic Absenteeism and Average Daily Attendance
- School Trackers support school leadership's attendance monitoring for students and families in need.
- Attendance Toolkits serve as critical planning resources and templates for school leadership
- Engagement Dashboard captures and monitors outreach attempts and successful contacts

Data Driven Planning

- Goal setting & planning meetings with school leaders
- Weekly SAST support and planning
- Trio planning to connect families with relevant support and resources
- 5-day and 10-day Success Plan development
- School & community based resource mapping

Strategic Interventions

- School based engagement incentives to encourage increased attendance
- Regular communication with families via text and voice messages about attendance data
- Regular home visits and resource support
- Hub-wide support of schools with higher needs
- School-wide training and professional learning on attendance engagement strategies

Data Resource - School's Attendance Dashboard

The School Attendance Dashboard is designed to give school teams insight into their attendance trends.

What data insight does the School Attendance Dashboard provide?

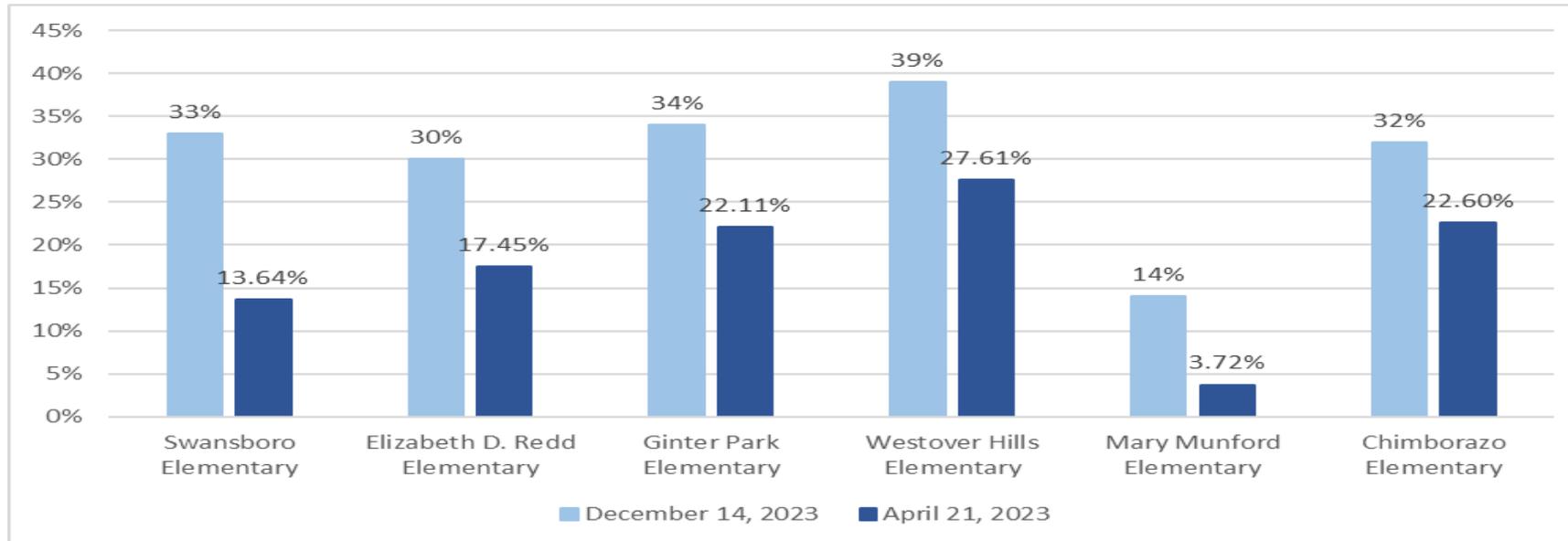
1. Chronic Absenteeism - students missing 10% or more days
 - We are ultimately held accountable for this data.
2. Average Daily Attendance(ADA) - average days attended over average membership
 - This gives insight into daily attendance trends. Our internal goal is 95% ADA.

<h1>School Tracker</h1>							Year to Date Attendance Rate			School Name Hidden			
							93.14%			SELECT DATE		3/9/2022	
		September	October	November	December	January	February	March	April	May	June	Current School Day	School Day Number
		96.22%	93.62%	93.64%	94.59%	85.15%	95.21%	93.46%				3/9/2022	106
Weekly Attendance Data:		Monday	Tuesday	Wednesday	Thursday	Friday	Weekly Average		Year to Date			Based on Current Day	
School Day on Selected Date:		Date: 3/7/2022	3/8/2022	3/9/2022	3/10/2022	3/11/2022	92.66%		Average Daily Absences	Expected Absences	Average Membership	Chronic Students	No Show Count
106		Rate: 91.28%	94.04%	92.66%			16.00		15.11	18.81	220	54	4
		Absences: 19	13	16			0.33		Difference from Daily	% Difference from Daily	Membership Change	Chronic Rate	W9 Count
		Excused: 0	1	0			15.67		1	105.87%	-10	24.50%	0
		Unexcused: 19	12	16			218.00						
		Membership: 218	218	218									

School Highlights

Data Snapshot

As a result of the increased engagement and a more strategic focus on data analysis and resource support, several schools have experienced significant reductions in their chronic absenteeism. For example, Swansboro has increased homevisits and implemented school-wide incentives to support a culture of positive attendance while Ginter Park has invested time in community-based attendance meetings to share information and resources with their families. The Dual Capacity Framework has provided us the foundation to see such a strong correlation between increased engagement and decreased chronic absenteeism.



Data Resource - School Attendance Tracker

How do schools use the attendance trackers?

1. Gain insight on individual student attendance trends
 - 1.e. excused, unexcused, absences last 30 days, consecutive absences, 5 & 10 day plan status
1. School attendance team make outreach through the 'form link'
2. Outreach comments are centralized and accessible
 - o *This gives us the ability to observe trends in attendance barriers.*

First Name	Last Name	DoB	Grade	Excused	Unexcused	Total	Absences in Last 30 Days	Consecutive Absences	5 Day Plan	10 Day Plan	Form Link	Number of Comments	Most Recent Comment
			1	4	32	36	9	1	11/18/2021 - Completed	11/18/2021 - Completed	Form Link	17	1/27/22 - Alternative Contact (phone, text, email, etc.) - Contact Made - [redacted] - ssw sent text to parent reminding to send student to school tomorrow (early release day)
			2	1	3	4	0	0			Form Link	1	1/11/22 - Alternative Contact (phone, text, email, etc.) - Contact Made - [redacted] On 1.6.22 CIS spoke with mom who reported that she did not know school was open and thus student and siblings were absent. Discussed chrome book distribution and encouraged mom to send students to school on 1.7.22 unless she received text from CIS indicating school was closed. On 1.7.22 CIS spoke with mom to inform her school was open.
			4	2	3	5	1	0			Form Link	4	2/11/22 - Alternative Contact (phone, text, email, etc.) - Contact Made - [redacted] - On 2.11 Mom called CIS to inform that student is absent today due to doctor's appoint. Encouraged mom to bring students to school after appointment if possible.
			3	0	3	3	0	0			Form Link	3	2/17/22 - Alternative Contact (phone, text, email, etc.) - No Contact Made - [redacted] - Left message to inform about great behavior and good classroom productivity
			5	2	5	7	2	0	1/25/2022 - Completed		Form Link	2	2/11/22 - Alternative Contact (phone, text, email, etc.) - Contact Made - [redacted] - On 2.11 Mom called CIS to inform that student is absent today due to doctor's appoint. Encouraged mom to bring students to school after appointment if possible.
			K	0	4	4	0	0			Form Link	1	1/11/22 - Alternative Contact (phone, text, email, etc.) - Contact Made - [redacted] - On 1.6.22 CIS spoke with mom who reported that she did not know school was open and thus student and siblings were absent. Discussed chrome book distribution and encouraged mom to send students to school on 1.7.22 unless she received text from CIS indicating school was closed. On 1.7.22 CIS spoke with mom to inform her school was open.
			4	10	21	31	10	0	10/18/2021 - Completed	11/12/2021 - Completed	Form Link	14	3/3/22 - Alternative Contact (phone, text, email, etc.) - No Contact Made - [redacted] - On 3.3 CIS texted mom daily morning greeting encouraging student's attendance. Mom did not respond to text. Student was tardy but present.
			4	3	3	6	4	0			Form Link	2	3/9/22 - SAST Meeting Note (Only used during SAST Meeting) - No Contact Made - [redacted] - Discussed student during SAST - student may be out of zone - living in Townhomes across from Armstrong.
			K	3	0	3	3	0			Form Link	5	2/22/22 - Alternative Contact (phone, text, email, etc.) - Contact Made - [redacted] - Admin. Office Associate-Student's mother called to inform staff that he had a really bad nose bleed last night, and he was up really late so he did not get any sleep. Mother stated student would not be in school today due to his lack of sleep. Student should be returning the following day.
			3	2	2	4	2	0			Form Link	1	2/3/22 - Alternative Contact (phone, text, email, etc.) - Contact Made - [redacted] - Staff talked with mother about student not feeling well today (2/3/22) when she woke up for school. Mother stated that she would be taking her to the doctor to get her checked out and tested for Covid. Staff asked that mother send a note when student returned to school upon feeling better.

Data Resource - Outreach Dashboard

Outreach Dashboard Overview:

1. All attendance outreach data is aggregated to this dashboard.
2. Division & school leaders are able to gain insight towards outreach efforts.
3. This allows teams to set measurable goals for home visits, phone calls, etc.

The Outreach Dashboard allows us to quantify the impact of successful attendance outreach.

All attendance trackers are connected to this dashboard.

First Name	Last Name	DOB	Grade	Enrolled	Unenrolled	Total	Attendance %	Days	Present	Days	9 Day Plan	9 Day Plan	Form Link	Number of Comments
1	4	32	36	9	1	11/18/2021 - Completed	11/18/2021 - Completed	17	Form Link	17				
2	1	3	4	0	0			1	Form Link	1				
4	2	3	5	1	0			4	Form Link	4				
3	0	3	3	0	0				Form Link					
9	2	5	7	2	0	1/29/2022 - Completed		2	Form Link	2				
K	0	4	4	0	0				Form Link					
4	10	21	31	10	0	10/18/2021 - Completed	11/12/2021 - Completed	14	Form Link	14				
4	3	3	6	4	0			2	Form Link	2				
K	3	0	3	3	0				Form Link					
3	2	2	4	2	0				Form Link					



How do parents, the public and other stakeholders hold districts and schools accountable for relationship building?



Q & A



Year-Round Planning

Plan activities and events that keep a focus on improving attendance all year long.

- ❖ See sample activities for PreK, K-12 and district teams
- ❖ Use blank calendars to customize the plan for your community
- ❖ Remember to specify who is responsible for leading and how to measure the results



SAMPLE ACTIVITIES for K-12: rev. 3-28-23

Attendance Activities School Year Plan (K-12)

School Name School Year

Activities in the grid are examples. You can customize the plan for your school or program. For each activity, specify who is responsible for leading and how to measure the results. You can also recreate this chart in a larger format and use post-it notes to add activities as a group exercise. See the 3 Tiers of Intervention (<http://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/>)

Timing	Summer (July/August)	Welcome Back (August/September)	Ongoing (Weekly)	Fall Semester (October – November)	Winter Semester (December – February)	Spring Semester (March–April)	End-of-Year (May/June)
School Team	Establish school team to address attendance. Develop a yearly attendance plan and goals. Agree on metrics to monitor for in-person and distance learning. Utilize start of school year PD days for teachers and school staff to discuss yearly plan and whole school strategies.	Conduct team meeting by the second week of school.	Hold team meetings.	Review <u>early warning data</u> . Ensure staff are prepared to discuss attendance in a caring manner in parent-teacher conferences, attendance improvement meetings, outreach calls and home visits.	Revisit data to measure progress and revise school-wide strategies as needed. Expand team as needed to address reasons for absence.	Ensure staff are prepared to discuss attendance in parent-teacher conferences. Assess strategies and write school improvement plan.	Review data. Share data with student's next teacher for smooth transitions and trouble shooting.
Foundational Whole School Supports	Plan welcoming traditions for incoming early grades, transition grades and new students and their families. Ensure there is attention paid to students with disabilities and other student groups with historically high levels of absenteeism.	Disseminate in-person health and safety protocols. Promote immunization activities. Establish good and improved attendance recognition schedule/process. Conduct welcoming traditions for students and families.	Coordinate with other school leaders to promote and maintain a positive school climate.	Provide a warm welcome for students who start later in the school year. Offer afterschool programs with engaging and culturally responsive curricula.	Create opportunities for students, families and staff to recharge physically and emotionally. Increase the sense of belonging for specific student groups through clubs, history months and celebrations.	Boost excitement in learning – celebrate and event such as Earth Day.	Plan end-of-year traditions including opportunities for service, e.g. students in upper grades lead tours for students entering the school next fall.
Tier I (Universal)	Promote <u>attendance messaging</u> during registration/enrollment. Have home visits/phone calls to build relationship and remind families about the first day of school.	Share back-to-school messaging about the importance of attendance for in-person and distance learning.	Ask staff to establish daily, weekly and monthly routines to build relationships in the classroom and welcome students back after absences. Hold weekly/monthly recognition. Ensure positive, regular communication with	During <u>parent-teacher conference</u> , recognize good attendance and express concerns in a supportive manner if needed. Anticipate and plan activities/supports to minimize dips in attendance during holidays. Conduct a resource fair for students and their families.	Share messaging and engaging activities around <u>winter holidays</u> . Use data to identify attendance dips and align events to mitigate low attendance days. Schedule mid-year activities to remind school community about attendance.	Hold parent-teacher conference student attendance check-in. Plan engaging activities and messaging to avoid the spring slump.	Communicate the importance of student attendance in last weeks of school. Acknowledge attendance successes.

<https://www.attendanceworks.org/resources/year-long-planning/>



Key Resource: Attendance Awareness Website

- ✓ Download our free social media materials and share with local districts
- ✓ Proclaim September Attendance Awareness Month building off our sample proclamation
- ✓ Join our listserv: 44,000+ members

PROMOTE THE CAMPAIGN

Attendance
Awareness
Campaign 2023

[Attendance Works](#) [About](#) [Resources](#) [Partners](#) [Sponsors](#)
[Blog](#) [Newsroom](#) [Donate](#) [Contact](#) [Join the Campaign!](#)

Join us for webinar # 1, *Belonging and Engagement: The keys to Showing up, March 30!*

Sign up for updates:
www.awareness.attendanceworks.org



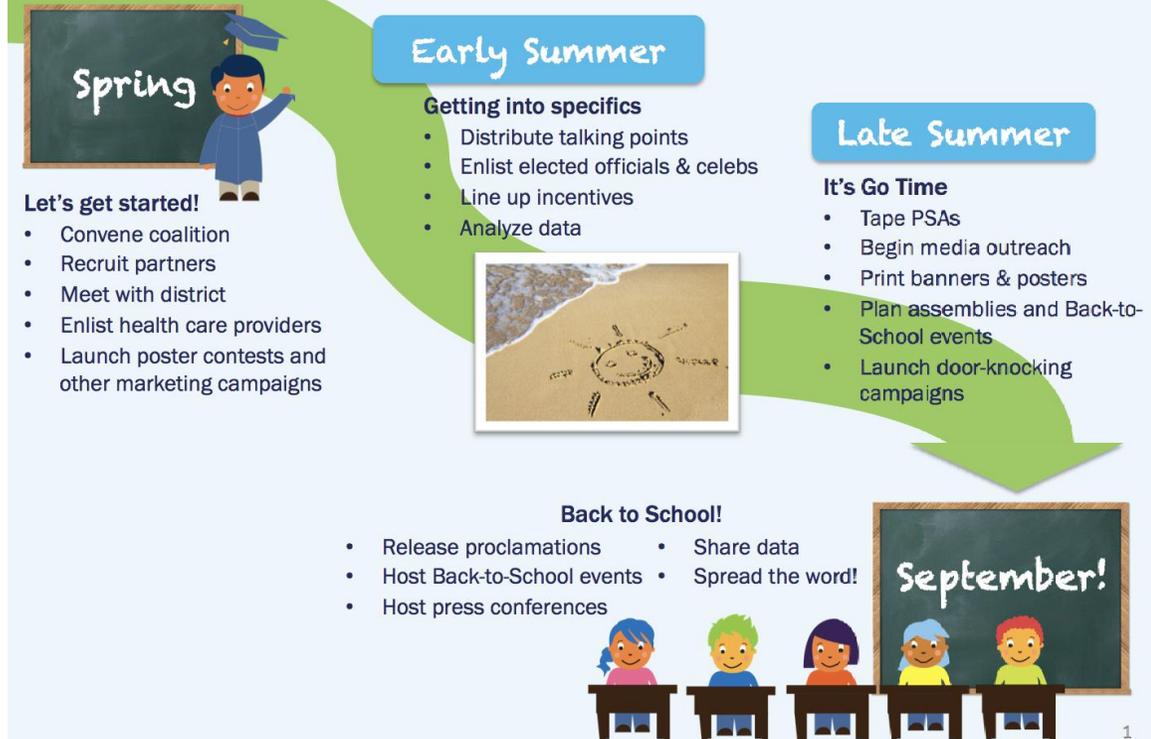
2023 Count Us In! Toolkit

An easy on-ramp for developing or expanding a local or statewide attendance awareness campaign.

- ★ Tips
- ★ Templates
- ★ Proven strategies

<https://awareness.attendanceworks.org/>

What to Do When: At a Glance





Opportunities to Promote AAC 2023!



Share the Attendance Awareness website:
<http://awareness.attendanceworks.org/>

- ✓ Like us on Facebook 
- ✓ Tweet using #schooleveryday @attendanceworks 
- ✓ Follow us on LinkedIn 
- ✓ Add a badge to your signature line or materials



AAC 2023 Proclamation!



Mayors and other elected leaders, school boards and superintendents can signal the importance of school attendance and engagement by declaring that **September is Attendance Awareness Month**.

We will update the template Proclamation for 2023!

Find it here: <https://awareness.attendanceworks.org/resources/proclamations-2022/>



Other Resource from Attendance Works



Showing Up Matters for R.E.A.L.

A Toolkit for Communicating with Students and Families

Step 1: Explain Why Attendance Matters

Step 2: Cultivate A Culture of Engagement and Attendance for Students and Families

Step 3: Use Data to Determine Need for Intervention and Additional Support

Step 4: Engage Community Partners

<https://www.attendanceworks.org/resources/toolkits/showing-up-matters-for-real/>



Parent Handout on Anxiety

This new, 2-page handout answers key questions:

- **What are the symptoms?**
- **When does anxiety become a problem?**
- **What can families do to support their child?**
- **How can schools and health providers help?**
- **Where can I find additional information?**

<https://www.attendanceworks.org/take-action/community-and-agency-partners/health-care-providers/>



Is your child missing school due to anxiety?

Definition of anxiety: Feeling of fear and uneasiness about everyday situations.

If your child is suffering from anxiety, you are not alone. The good news is that in most situations, anxiety is normal and temporary. Anxiety becomes a concern if it persists - it can impact relationships with family, peers and teachers, contribute to academic challenges, and lead to school avoidance/refusal. Addressing anxiety is important for a child's overall well-being, not just attendance.

In addition, if your child starts to complain of symptoms like a headache or stomach ache, it is important to **quickly determine** if this is related to anxiety or a physical illness which might require missing school. If the challenge is anxiety, then staying home may worsen the situation.



What are the symptoms of anxiety?

Persistent anxiety can present in many ways, making it difficult to recognize. Symptoms may vary depending on the age of the child, and some children may keep worries to themselves or have difficulty explaining their feelings making it hard to identify symptoms. Anxiety symptoms can include, but aren't limited to, the following:

- Feeling tired, irritable or easily tearful
- Having trouble separating from parents
- Difficulty sleeping or frequent nightmares
- Trouble getting out of bed or dressed for school
- Lack of appetite
- Trouble concentrating which may lead to difficulty starting tasks, problems with homework and falling behind in school
- Physical symptoms, including stomachaches and headaches
- Avoiding activities they previously enjoyed
- Negative or continuous thoughts that something bad is going to happen



Register today!

2023 National Community Schools and Family Engagement Conference
June 7-9 | Philadelphia, PA



<https://bit.ly/csxfe23>



Feedback

Please let us know how we can improve:
<https://www.surveymonkey.com/r/AAC-May-2023>

Thank you!



Webinar Recording

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

<http://www.attendanceworks.org/resources/webinars/>

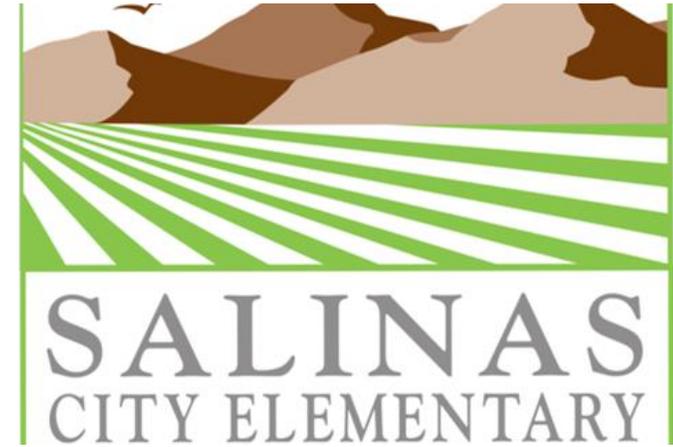
And special appreciation to our philanthropic partners!

**Heising-Simons Foundation
And individual donors**

Appendix



About



- Located in Salinas City, California
- Serves approximately 8,200 students from transitional kindergarten to grade six
- 15 elementary schools



About



- Located in Richmond, Virginia
- Serves approximately 22,000 students from preschool through grade 12
- 39 schools total (25 elementary including one charter, 5 comprehensive high schools, 3 specialty schools and 5 preschool centers)