Committed: Supporting Attendance and Participation to the Very Last Day of School

Attendance Awareness Campaign 2021 — Webinar 1 of 4
S. Kwesi Rollins
Vice President for Leadership & Engagement
Institute for Educational Leadership
Chair, Advisory Board, 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

June 1-4, 2021
To register visit: https://bit.ly/FCEConf21
Agenda

I. Welcome
   Joline Collins, Program Manager of Leadership Development, IEL

II. Attendance Awareness Campaign
   Kwesi Rollins, Vice President for Leadership & Engagement, IEL

III. Key Concepts
   Hedy Chang, Executive Director, Attendance Works

IV. Panel: Nurturing Belonging In School
   ❖ Shandria Richmond-Roberts, Principal, Harrison Elementary School, Pomona, CA
   ❖ Robert Kraemer, Principal, and Chad Swanson, School Psychologist, Warren Street School, New York
   ❖ Marcus Strother, President & CEO, MENTOR California
   ❖ Daisy Sanchez Madrigal, Peer Mentor, Fresno, California

V. Closing Reflections
   Kwesi Rollins, Vice President for Leadership & Engagement, IEL
Thank You to Our Corporate Sponsor!

2021 Attendance Awareness Campaign Sponsor

EveryDay Labs
Because every student deserves to learn every day.
Theme for 2021

Rebound With Attendance!
Webinar 1: Committed: Supporting Attendance and Participation to the Very Last Day of School, Wednesday, April 14, 2021: 11am-12:30pm PT / 2pm–3:30pm ET (Today)

Webinar 2: Engaged: Using Summer to Connect with Students and Families, Wednesday, May 26, 2021: 11am-12:30pm PT / 2pm–3:30pm ET

Webinar 3: Welcome: Embracing Students, Families and Educators in the New School Year, Wednesday, August 4, 2021: 11am-12:30pm PT / 2pm–3:30pm ET

Webinar 4: Fully Present: Leveraging Attendance Data to Ensure Ongoing Success, Wednesday, September 29, 2021: 11am-12:30pm PT / 2pm–3:30pm ET
Welcome

Hedy Chang
Executive Director
Attendance Works

& Members of the Attendance Works Team
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
Framework for Policy and Practice During Covid-19

Allocate Funding
- Hold Harmless from Funding Cliffs; Invest in Re-engagement and Recovery

Ensure Compliance with Compulsory Education
- Create Alternatives to Legal Action

Accountability
- Refrain from High Stakes Accountability But Publish Data

Early Warning
- Put in Place Expanded Metrics to Activate Support

Continuous Improvement
- Use Expanded Metrics to Inform Program and Policy Decisions

Advance Equity
- Remove Barriers to Equitable Access to Opportunities and Supports
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 is a *leading* indicator and a *cause* of educational inequity.
More likely to drop out of high school

High School

Middle School

3rd Grade

Inability to read on grade level

Middle School

Lower achievement

PK-1st Grade

Chronic Absence

3rd Grade

Improving Attendance Matters
Impact of Covid-19 on Attendance/Absenteeism

**Before March 2020**
- Daily attendance taking required in all states
- Consistently measured across states, districts, schools and grades; hard to manipulate
- Easily captured and analyzed
- Research supports use of missing 10% of school for early warning
- Chronic absence must be included in state report cards (ESSA)
- 37 states use it for school accountability

**During SY 2020-21**
- Daily attendance not necessarily required
- Varies significantly for remote learning by locality and type of instruction
- Participation data for remote learning captured in LMS but not easily downloaded to SIS
- Lack research on remote early warning metrics; absenteeism could underestimate challenge
- Chronic absence must be included in state report cards (ESSA)
- Public reporting of disaggregated chronic absence data required to waive accountability

37 states use it for school accountability
Early SY 2020-21 Data Shows Dramatic Increases in Chronic Absence, Especially for Students Hard Hit by Pandemic

- This data from Connecticut is the first statewide data available in the country.
- Connecticut has a long history of investing in accurate data.
- Connecticut defined chronic absence as attending at least 0.5 day in distance as well as in-person learning.

Prior to the pandemic, chronic absence affected 8 million—or one out of 6—students nationwide.

Chronic Absence is an Early Warning that Positive Conditions for Learning Are Missing Whether Classes Are In Person, Distance or Blended
Expanding How to Measure the Opportunity to Learn

- Working Contact/Enrollment
- Connectivity & Access
- Positive Relationships
- Regular In Person Attendance
- Regular Participation In Distance Learning

= Increased Opportunities to Learn
Step 1: Establish Your Team
❖ Convene a small group of leaders if you are just starting or integrate into the work of an existing team.

Step 2: Identify Priority Populations
❖ Use data to identify which group(s) of students or schools most need additional engagement and better understand their strengths and challenges.

Step 3: Craft Engagement Strategies
❖ Take a multi-tiered approach to engagement, especially for priority populations, that starts in the Spring, persists in the Summer and is amplified in the Fall.

Step 4: Reflect, Learn and Improve
❖ After each phase of work, invest in taking stock to assess what worked and what can be improved for the future.
Take a Tiered Approach to Engagement

- Tier 3: Intensive Intervention
- Tier 2: Early Intervention
- Tier 1: Universal Prevention
- Foundational “Whole School” Supports
Begin with a strong, “relationship centered” foundation

<table>
<thead>
<tr>
<th>Foundational Supports</th>
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<tbody>
<tr>
<td>Physically healthy learning environment</td>
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<tr>
<td>Access to tech equipment and connectivity</td>
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<tr>
<td>Welcoming, safe, trauma-informed school climate</td>
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<tr>
<td>Enrichment activities and clubs</td>
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<td>Access to Learning Supports</td>
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<tr>
<td>Home rooms and/or Advisory</td>
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<td>Positive relationships</td>
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<td>Routines, rituals and celebrations</td>
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<td>A published schedule of classes</td>
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<td>Support for families to facilitate learning at home</td>
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<td>A culture of continuous improvement</td>
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<td>Active engagement of families in planning</td>
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Pathways to Engagement: 
A Toolkit for Covid-19 Recovery Through Attendance

- **Spring**
  - Nurture Belonging in School

- **Summer**
  - Build Bridges to School

- **Fall**
  - Create Community at School

Spring

Nurture Belonging in School

✓ Sustain strong and caring relationships
✓ Address barriers (i.e. economic and health challenges of Covid-19, fatigue from studying online, and the challenges of maintaining supervision at home for distance learning)
✓ Provide engaging activities that keep students motivated to show up to school
✓ Conduct enrollment campaigns to engage prospective students and their families
Panelists

Shandria Richmond-Roberts  
Principal, Harrison PreK-8 School  
Pomona Unified School District, CA

Robert Kraemer  
Principal, Warren Street School (grades 3-6)  
Greater Johnstown School District, NY

Chad Swanson  
School Psychologist, Warren Street School (grades 3-6), Greater Johnstown School District, NY

Marcus Strother  
President & CEO  
MENTOR California

Daisy Sanchez  
12th grader, Fresno High, CA  
Peer Mentoring, Fort Miller Middle School  
New Comer Mentor, Peer Tech  
IB Candidate, Class of 2021
Harrison PreK-8 School, Pomona, CA

Chronic Absence Patterns By Month School Year 2020-21

Attendance by Month and Reason:
- Full Day Absence
  - 2020/2021: Month 1
  - Month 2
  - Month 3
  - Month 4
  - Month 5
  - Month 6
  - Month 7
  - Month 8
  - Month 9

Percentage of Students Absent:
- Severe Absence:
  - Month 1: 12%
  - Month 2: 7%
  - Month 3: 9%
  - Month 4: 6%
  - Month 5: 6%
  - Month 6: 5%
  - Month 7: 4%
  - Month 8: 4%
  - Month 9: 4%

- Moderate Absence:
  - Month 1: 10%
  - Month 2: 6%
  - Month 3: 5%
  - Month 4: 3%
  - Month 5: 2%
  - Month 6: 2%
  - Month 7: 2%
  - Month 8: 2%
  - Month 9: 2%

Total Days Absent:
- Month 1: 80
- Month 2: 70
- Month 3: 60
- Month 4: 60
- Month 5: 50
- Month 6: 40
- Month 7: 40
- Month 8: 30
- Month 9: 20

Month 9 is Partial (5 Days)
Harrison PreK-8 School, Pomona Unified School District, Pomona CA

Demographics

- 482 students Preschool – Grade 8
- Spanish is the primary language of most students and families; Arabic is also spoken by some students
- 94% of students qualify for Free lunch; 35% are homeless
- Our current students identify as: 84% Hispanic, 11% African American
- 20% are English Learners
WARREN STREET ELEMENTARY TACKLES ATTENDANCE
Warren Street Demographics

SCHOOL ENROLLMENT: 422
FREE & REDUCED RATE: 52%
CHRONIC ABSENTEEISM RATE: 15.9%
Supporting Student Attendance

- Staff mentors
- Attendance Team and Data Coaches
- Faculty Communication Initiatives
- Restorative Practices - Community Circles
- Family Liaison
- Student Attendance Initiatives
- ParentSquare
- Weekly Statistics
- Restorative Messaging
Community Partnerships

SEL
Bob Kraemer
Principal, Warren Street Elementary

Questions?

Email Address
rkraemer@johnstownschools.org

Phone Number
518-762-3715
Why mentoring?

The presence of caring adults who see mentoring as part of their role, space and resources for mentoring activities, and adequate training and support enable strong mentoring relationships to grow.

Support for attendance, behavior, and course performance
Belonging and purpose
Opportunities to build social and emotional skills while developing a positive sense of identity and a critical consciousness
Supported experiential learning and opportunities to explore interests, skills and talents

Academic achievement and advancement
Positive experiences with school culture/climate
Social and emotional wellness, including healthy and positive relationships
Civic engagement
College and career readiness and access

Young people are safe, healthy, engaged, supported, challenged and fulfilled.
Young people are equipped to be change-makers.
They have choices about how to pursue their educational and career goals.

Partnership for Systems Change: Youth, mentors, mentoring programs, and the capacity-building organizations that support them can partner with schools, districts and programs to promote more equitable education systems for youth, by making them more youth-centric, relationship-centric and supportive, and by addressing systemic barriers to student achievement, advancement and wellness.

1ASPEX SEAD Coalition, Youth Development Working Group, 2018.
2ASCD, 2018.
Mentoring Mindset Required

- Ideally, in all healthy relationships, people use a mentoring mindset frame when interacting with one another. A mentoring mindset means relationships are:
  - Intentional (“I see you.”)
  - Supportive (“I got you.”)
  - Developmental (“I’m here to help you.”)
  - Communal (“We are in this together.”)

- These relationships can be with people we know really well, people we consider acquaintances, and in some instances, strangers who we are meeting for the first time.
Why Relationships?

- All students need:
  - Champions

Students would benefit from strengthening relationship ties and building webs of support that allow them to meet their goals head on.

**Recommended Steps:**

1. Establish your team
2. Identify priority groups
3. Craft engagement strategies
4. Reflect, learn & improve

**Pathways to Engagement:**
- **Spring**: Nurture Belonging in School
- **Summer**: Build Bridges to School
- **Fall**: Create Community at School

Find the toolkit here:

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: 32,000+ members

PROMOTE THE CAMPAIGN

Sign up for updates:
www.awareness.attendanceworks.org
Opportunities to Promote AAC 2021!

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

✓ Like us on Facebook
✓ Tweet using #schooleveryday  @attendanceworks
✓ Add a badge to your signature line or materials
How Covid Relief Dollars Can Help Improve Attendance

Attendance Works blog post:

FutureEd perspectives on Covid spending:
https://www.future-ed.org/perspectives-on-how-schools-should-spend-covid-relief-aid/

FutureEd deep dive on Covid spending:
https://www.future-ed.org/what-congressional-covid-funding-means-for-k-12-schools/
Resources from MENTOR

Elements of Effective Practice for Mentoring
✓ Research-informed and practitioner-approved standards for creating and sustaining quality youth mentoring programs
✓ https://www.mentoring.org/resource/elements-of-effective-practice-for-mentoring/

Virtual Mentoring Portals
✓ Safe and monitored mentoring platforms during Covid-19
✓ https://www.mentoring.org/virtual-mentoring-portals/
EveryDay Labs’ Family Insights ToolKit

- Research on effectively communicating with families
- Evidence-based ways to improve attendance
- Strategies for leveraging families’ knowledge of their student as an asset to learning.
- Download the toolkit.
Final Reflections

S. Kwesi Rollins
Vice President for Leadership & Engagement
Institute for Educational Leadership
Chair, Advisory Board, Attendance Works
Learn More at the National FCE Conference

How Community Schools and FRCs Can Promote Attendance and Engagement During Covid Recovery

*Wednesday, June 2\(^{nd}\) at 3pm ET*

Chronic absenteeism a leading indicator and cause of educational inequity. Find out how community schools and Family Resource Centers are using data to activate action to remove barriers to showing up to class whether in person or remote. Examine the implications for supporting students and families hard hit by Covid-19.

Pathways to Engagement: Organizing Your Attendance Strategy

*Thursday, June 3\(^{rd}\) at 2:30pm ET*

After more than a year of disrupted and interrupted learning, students, families and educators are anticipating the return to a new school year. How can schools and community partners build off insights from chronic absence data to organize an effective attendance and engagement strategy for a successful start to the 2021-22 school year? Join Attendance Works for this deep dive into three critical stages:

- Nurture Belonging in School
- Build Bridges to School
- Create Community at School

And special appreciation to our philanthropic partners!

GRoW @ Annenberg
The Heising-Simons Foundation
We will post a recording of this webinar within 72 hours:

http://www.attendanceworks.org/resources/webinars/
Feedback

Please let us know how we can improve:

https://www.surveymonkey.com/r/AAC-webinar1-Committed

Thank you!