Engaged:
Using Summer to Connect with Students and Families

Attendance Awareness Campaign 2021 — Webinar 2 of 4
Welcome

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
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: Building Bridges To School
   ❖ Aaron Philip Dworkin, Chief Executive Officer, National Summer Learning Association
   ❖ Dr. Kristina Kyles-Smith, Executive Director, Two Rivers Public Charter School, Washington, DC
   ❖ Emily Partin, Director, Family Resource Center, Grundy County Schools, Tracy City, TN

V. Closing Reflections
   Kwesi Rollins, Vice President for Leadership & Engagement, IEL
Convening Partners
AAC 2021

See the full list of national and state campaign partners here: https://awareness.attendanceworks.org/partners-2/
Thank You to Our Corporate Sponsor for This Webinar!

2021 Attendance Awareness Campaign Sponsor

KAISER PERMANENTE®
Theme for 2021

Rebound With Attendance!
Attendance Awareness Campaign 2021
Webinar Series

Register here: [https://www.attendanceworks.org/resources/webinars/](https://www.attendanceworks.org/resources/webinars/)

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

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

**Webinar 3**
Welcomed: 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

Note: Each session is accompanied by a discussion guide that can be used for webinar parties.
2021 Theme: Rebound with Attendance!

Key Messages

1. Chronic absence reflects and contributes to educational inequity.

2. Building strong, trusting relationships that promote a feeling of belonging is fundamental to improving student attendance and engagement.

3. Students are more likely to attend school if they feel safe, connected and supported.
2021 Theme: Rebound with Attendance!

Key Messages

4. A positive, problem-solving approach driven by data will improve attendance.

5. Keeping students, families and school staff physically and emotionally healthy supports attendance.

6. When the whole community collaborates with families and schools, we can overcome barriers to attendance and engagement.
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](http://www.attendanceworks.org)
Framework for Policy and Practice During Covid-19

Allocate Funding

Ensure Compliance with Compulsory Education

Accountability

Early Warning

Continuous Improvement

Advance Equity

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

Create Alternatives to Legal Action

Refrain from High Stakes Accountability But Publish Data

Put in Place Expanded Metrics to Activate Support

Use Expanded Metrics to Inform Program and Policy Decisions

Remove Barriers to Equitable Access to Opportunities and Supports

Advance Equity

Allocate Funding

Ensure Compliance with Compulsory Education

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Put in Place Expanded Metrics to Activate Support

Use Expanded Metrics to Inform Program and Policy Decisions

Remove Barriers to Equitable Access to Opportunities and Supports
Chronic Absence Measures
Lost Opportunity to Learn

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.
High School

Middle School

3rd Grade

Inability to read on grade level

PK-1st Grade

Chronic Absence

Lower achievement

More likely to drop out of high school

Improving Attendance Matters
Early SY 2020-21 Data Shows Dramatic Increases in Chronic Absence, Especially for Students Hard Hit by Pandemic

Percentage of Students Chronically Absent in Connecticut (YTD as of March 2021 compared to 2019-20)

- 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 .5 day in distance as well as in-person learning.
- Calculations include in person and remote days.
- Calculations for 2019-20 are based upon in person school days till Mid-March 2020.

Prior to the pandemic, chronic absence affected 8 million—or one out of 6—students nationwide.
Present Danger: Solving the Deepening Student Attendance Crisis

A new report from FutureEd takes a deep dive into 5 large school districts working with EveryDay Labs.

- Not only are more students missing school, they’re missing many more days. The extent of “extreme chronic absenteeism,” missing half the school year, is way up.

- Absenteeism rates are rising faster among younger students.

- Disadvantaged students see the biggest jumps in chronic absenteeism rates in every community.

- Enrollment declines are most severe in the early grades.

- Perfect attendance rates are also up, likely a mirage created by the changes in measuring attendance in the pandemic.

Chronic Absence is an Early Warning that Positive Conditions for Learning Are Missing Whether Classes Are In Person, Distance or Blended
### Pay Attention to Transition Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Why pay attention to transition in these grades?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kindergarten</strong></td>
<td>What happens when children are entering formal schooling helps lay the foundation for future success. Families often do not recognize how absences add up quickly for young children and are often very concerned about their children’s health and safety.</td>
</tr>
<tr>
<td>6th</td>
<td>The shift to middle school is an important transition often marking when parents rely upon students to show up to class on their own. Academic and behavioral success during this transition year is crucial for later school success.</td>
</tr>
<tr>
<td>9th</td>
<td>Students on-track in the 9th grade are <em>almost four times</em> more likely to graduate than off-track students. Students may not recognize the impact of absences on passing courses and gaining needed skills.</td>
</tr>
<tr>
<td>12th</td>
<td>Senior year is a critical time for ensuring students complete all the requirements for graduation and enrolling in post-secondary education.</td>
</tr>
</tbody>
</table>
Expanding How to Measure the Opportunity to Learn

Working Contact/Enrollment

Positive Relationships

Connectivity & Access

Regular Participation In Distance Learning

Regular In Person Attendance

Increased Opportunities to Learn
Pathways to Engagement:  
A Toolkit for Covid-19 Recovery  
Through Attendance

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.
The Attendance Strategy should be led by the school principal and the leadership team.

Teams working on improving student attendance could include the school’s:

- Nurse
- Counselor
- Social Worker
- Administrative support staff
- Special education staff
- Teachers
- Early education staff
- Expanded Learning program staff
- Community School Coordinators

Members should be able to bring the perspectives of the student demographics.

Teams should incorporate input from families and students and can include staff from community partners.
Attendance Functions of a School Team

1. Organize a multi-tiered attendance strategy that begins with prevention and early intervention.

2. Examine attendance and absenteeism data to assess which groups of students have higher or lower levels of absence.

3. Identify barriers and inequities that prevent students from attending school.

4. Mobilize everyone in the school community to address attendance.

5. Determine if you are making a difference.
Take a Tiered Approach to Engagement

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

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

**Foundational Supports**
The greater the size of the challenge, the more partners are needed. Many different types of partners can be enlisted, but local government and public agencies are especially important. Tap into existing initiatives and coalitions to engage potential partners.

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

- **Spring**: Nurture Belonging in School
- **Summer**: Build Bridges to School
- **Fall**: Create Community at School
✓ Create opportunities for students to socialize with peers, get into a routine of in person attendance, and engage in enriching programming and experiential learning. Such bridge programming is especially important for young children with little formal schooling experience, students who had significant absences during the school year and transition grades.

✓ Reach out to students and families with limited attendance and engagement during the school year or attendance challenges during summer programming.

✓ Establish a planning committee for the return to school that is inclusive of students and families
Panelists

Aaron Philip Dworkin, 
Chief Executive Officer, 
National Summer Learning Association

Dr. Kristina Kyles-Smith, 
Executive Director, 
Two Rivers Public Charter School 
Washington, DC

Emily Partin, 
Director, 
Family Resource Center, 
Grundy County Schools 
Tracy City, TN
Ensure every child, regardless of background and zip code, learns and thrives every summer.

**Our Work Aims To:**
- Improve the lives of America’s most vulnerable students
- Combat summer learning loss
- Close the achievement and opportunity gaps which grow over the summer months
“Four I’s of Summer”

Time for Improvement
Provides both students and staff opportunities to learn, and practice new skills. “No training about kids without kids.”

Time for Innovation
Most entrepreneurial time in education. Chance to incubate, try out and measure new ideas before scaling.

Time for Integration

Time for Impact
# Broad Distinctions Between Summer School vs. Summer Learning

<table>
<thead>
<tr>
<th>Summer School</th>
<th>Summer Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Remedial Education</td>
<td>• New and Accelerated Learning</td>
</tr>
<tr>
<td>• Punitive and Boring</td>
<td>• Exciting, Engaging, Experiential</td>
</tr>
<tr>
<td>• School building based</td>
<td>• Variety of Settings</td>
</tr>
<tr>
<td>• Academic only focus</td>
<td>• Combines Academics, Health, Enrichment, SEL</td>
</tr>
<tr>
<td>• Mandatory only for some students</td>
<td>• Voluntary and Open to all</td>
</tr>
<tr>
<td>• Adults decide all</td>
<td>• Student Voice, Choice, and Leadership</td>
</tr>
<tr>
<td>• Feels no different than school</td>
<td>• Unique and Special Experience &amp; Culture</td>
</tr>
</tbody>
</table>
COVID-19: Hard for Everyone, Worse for Some
WHY NOW: SUMMER AND COVID LEARNING LOSS

• The National Academies of Sciences
  Shaping Summertime Experiences: Opportunities to Promote Healthy Development and Well-Being for Children and Youth

• Wallace Foundation
  Every Summer Counts: A Longitudinal Analysis of Outcomes from the National Summer Learning Project

• NWEA
  Learning during COVID-19: Initial research findings and 5 things we can do

• McKinsey & Company
  COVID-19 and learning loss—disparities grow and students need help
Students of color are more likely to be impacted by the health and economic impacts of COVID-19.
INEQUALITY IS GROWING IN MENTAL HEALTH

“Her behavior suffers if we allow her to watch more than two hours a day. So that is now a limit, and we only allow her to watch on weekends.”

—Parent of a 7-year-old girl
RAND FOUND 43 SUMMER PROGRAM MODELS THAT MEET ESSA STANDARDS: FOCUS ON WHOLE CHILD
WE KNOW WHAT WORKS: EXCELLENT SUMMER PROGRAMS MEET ESSA TIER 1 STANDARDS: 5 WEEK, SCHOOL-BASED, ACADEMICS + ENRICHMENT + SEL

3,192 rising 4th graders were given the opportunity to attend two summers of programming.

49% AFRICAN-AMERICAN
38% HISPANIC
13% OTHER

The study was conducted in five school districts:
- BOSTON, MA
- ROCHESTER, NY
- PITTSBURGH, PA
- DALLAS, TX
- DUVAL COUNTY, FL

The study focused on low-income students:
86% qualified for free or reduced price lunch.
HOW SUMMER INCREASES SCHOOL ATTENDANCE

Two Resources

- “Recruitment and Enrollment”, Summer Starts in September, NSLA

1. Builds Community, Caring Youth - Adult and Peer Relationships
2. Students Discover Passions and Make Connection to Core Content
3. Develop Youth Voice and Peer Leadership
4. Help Students Understand their “Why” and take Ownership of Learning
American Rescue Plan - Education Provisions: $30 Billion for Summer & Afterschool

- $122 billion for k-12 education through the Elementary and Secondary School Emergency Relief (ESSER) Fund
  - $8.45B available from SEAs (would serve 9 million students, doubling current number)
    - $1.22B set-aside for summer enrichment
    - $1.22B set-aside for afterschool programs
    - 5%, approximately, $6.1B, for learning recovery (including summer + afterschool)
  - Providers can be direct grantees of these funds (more on that in next slides)

- $22 billion to LEAs for learning recovery strategies, including afterschool and summer enrichment

- $1 billion for Corporation for National and Community Service through AmeriCorps for AmeriCorps positions to help address learning recovery and other purposes
NSLA’s *Community Indicators of Effective Summer Learning Systems* identifies six key domains for summer system building:

1. Shared Vision and Citywide Coordination
2. Engaged Leadership
3. Data Management System
4. Continuous Quality Improvement
5. Sustainable Resources
6. Marketing and Communications
A New Vision for Summer School

THE new VISION FOR SUMMER SCHOOL NETWORK

5 Core Principles

– Increase and enhance the scope of traditional summer schools
– Target participation by students who would benefit the most
– Strengthen systems-level supports through community-wide partnerships and coordination
– Provide innovative professional development for staff
– Embed summer learning into the district’s school-year operations
JOIN US: NSLA SIGNATURE EVENTS, SERVICES AND COHORTS

- Join an NSLA Professional Summer Learning Community
  www.summerlearning.org/professional-learning-communities-plc/
- Reach out for NSLA Training and Support
  https://www.summerlearning.org/training-and-support/
- Attend our “Voices of Summer” Webinar Series
  www.summerlearning.org/webinars

Summer Learning Week
July 12-16, 2021

Summer Changes Everything National Conference
November 7-10, 2021
Two Rivers
Public Charter Schools

Nurturing a diverse group of students to become lifelong, active participants in their education, develop a sense of self and community, and become responsible and compassionate members of society.

BE THOUGHTFUL. EXPERIENCE AND GROW. GIVE ACCESS.

NUTURE RELATIONSHIPS. LEARN BETTER TOGETHER.
• Established in 2004
• Network of 3 schools and professional development institute
• Located in Washington, DC
• Serving 974 Students
• Grades PK 3 - 8th

<table>
<thead>
<tr>
<th>METRIC</th>
<th>970</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment -</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>1%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>56%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>7%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>9%</td>
</tr>
<tr>
<td>White</td>
<td>26%</td>
</tr>
<tr>
<td>At Risk</td>
<td>21%</td>
</tr>
<tr>
<td>Special Education</td>
<td>18%</td>
</tr>
</tbody>
</table>
Our Four Pillars

We are an EL (Expeditionary Learning) Education Credentialed Mentor School

- 3- dimensions of student achievement
- Expeditions, 6 week long topic and project-based units of inquiry grounded in social justice and community
- Crew, strategic, multi-year advisory that combines relationship building, goal setting, and peer to peer collaboration
Pillars of Summer Programming

- Prioritizing need while serving a diverse set of students and families
- Need based on our specific student population
- Define what’s important
- Being true to the pillars of our schools’ educational model
- Learn from the work you have done this year

Responding  Redefining  Improving
# Tracking Our Impact, Engagement & Equity

## Tracking Attendance
- Who logs-on to classes
- How Many Classes
- Completion of work

## Engagement
- Who is not logging on
- Participation in virtual clubs

### Tracking Attendance

<table>
<thead>
<tr>
<th>Metric</th>
<th>Week of 1/25</th>
<th>Week of 2/1</th>
<th>Week of 2/8</th>
<th>Week of 3/5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reduced Lunch</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance - CMW</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In Seat of Attendance (ISA) for M, T, Th, F</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4th St. ES</td>
<td>96%</td>
<td>96%</td>
<td>96%</td>
<td></td>
</tr>
<tr>
<td>Young ES</td>
<td>96%</td>
<td>96%</td>
<td>96%</td>
<td></td>
</tr>
<tr>
<td>Middle School</td>
<td>96%</td>
<td>96%</td>
<td>96%</td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Black or African American</td>
<td>95%</td>
<td>94%</td>
<td>97%</td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>98%</td>
<td>96%</td>
<td>96%</td>
<td></td>
</tr>
<tr>
<td>Two or More Races</td>
<td>97%</td>
<td>96%</td>
<td>96%</td>
<td></td>
</tr>
<tr>
<td>White</td>
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<td>Special Education</td>
<td>95%</td>
<td>94%</td>
<td>97%</td>
<td></td>
</tr>
<tr>
<td>Free Lunch</td>
<td>93%</td>
<td>92%</td>
<td>92%</td>
<td></td>
</tr>
<tr>
<td>Reduced Lunch</td>
<td>95%</td>
<td>91%</td>
<td>97%</td>
<td></td>
</tr>
<tr>
<td>TR Attendance (75%)</td>
<td>89%</td>
<td>85%</td>
<td>86%</td>
<td></td>
</tr>
<tr>
<td>4th St. ES (393 Students)</td>
<td>93%</td>
<td>91%</td>
<td>88%</td>
<td>87%</td>
</tr>
</tbody>
</table>
Summer Programming

Redefining need based on our specific student population

- **Listen** to the community about how they are doing
- **Define** what is important for students to have learned this year
- **Focus** on all three dimensions of student achievement
# Tracking Our Impact, Engagement & Equity

## Student Achievement

<table>
<thead>
<tr>
<th>Mastery of Knowledge and Skills</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Average Standard Grade by Subject</strong></td>
<td><strong>2.6</strong></td>
</tr>
<tr>
<td>ELA Avg. Standard Grade</td>
<td>3.0</td>
</tr>
<tr>
<td>Mathematics Avg. Standard Grade</td>
<td>3.0</td>
</tr>
<tr>
<td>Social Studies Avg Standard Grade</td>
<td>3.0</td>
</tr>
<tr>
<td>Science Avg Standard Grade</td>
<td>3.0</td>
</tr>
<tr>
<td>Specials Avg Standard Grade</td>
<td>3.0</td>
</tr>
</tbody>
</table>

## Average Standard Grade by Student Group

<table>
<thead>
<tr>
<th>Target</th>
<th>September</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>3</td>
</tr>
<tr>
<td>Black or African American</td>
<td>3</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>3</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>3</td>
</tr>
<tr>
<td>White</td>
<td>3</td>
</tr>
</tbody>
</table>

## Tracking Achievement

- Grades
- MAP
- Character Grades
Summer Programming

Being true to the pillars of our schools’ educational model while recognizing what’s important

- Find ways to engage and sustain Staff
- Partner with purpose
- Let staff lead in design phase
- Engage partners who are committed to your model
Summer Programming

Learn from the work you have done this year

- How to engage our diverse families
- How to ensure a commitment to health and safety in a way that is heard and felt
- How to engage students holistically, not just in rote learning but in full growth and development
Summer School

- Mostly in-person
- Serving 200 students (PS - 8)
- Prioritizing students who qualify for Extended School Year (ESY) services and Students at risk
- Partnering with DC Parks and Recreation Summer Boost
Questions and Answers?
Thank you and Stay Connected!

@tworiverspcs
facebook.com/tworiverspcs
tworiverspcs
vimeo.com/tworiverspcs.org
tworiverspcs.org
learnwithtworivers.org
Summer in Rural Appalachia:
Grundy County, Tennessee

Emily Partin
Grundy County, TN
Family Resource Center
epartin1@grundyk12.com
Recent figures from TCCY County Profiles

Grundy
Rank: 89
Out of 95 counties

Education
Rank: 87
3rd to 8th grade reading proficiency: 23.7%
Rank: 86
3rd to 8th grade math proficiency: 27.7%
Rank: 82
High school graduation rate: 90.6%
Rank: 80

Economic Well-Being
Rank: 78
Child Poverty: 27.8%
Rank: 75
Median Household Income: $36,317
Rank: 89
Fair market rent: $874
Rank: 46
In 2016, Discover Together's Building Strong Brains program began working with a local elementary school around the issue of chronic absenteeism. At that time, the elementary school had a 25% chronic absenteeism rate, the highest in the district. That rate has dropped substantially over the past 5 years.

<table>
<thead>
<tr>
<th>2018-19 Chronic absenteeism</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9.6</td>
<td>11.8</td>
<td>4</td>
</tr>
</tbody>
</table>
But what if they are in school...but not in the classroom?

<table>
<thead>
<tr>
<th>What does this mean?</th>
<th>Why is this important?</th>
</tr>
</thead>
<tbody>
<tr>
<td>This figure shows the rate of in-school suspensions over time for a school or district.</td>
<td>In-school suspension trends allow us to see whether schools or districts are seeing improvements in in-school suspensions over time.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19 In-school Suspensions</td>
<td>.3%</td>
<td>15.7%</td>
<td>14.8%</td>
</tr>
<tr>
<td>Code</td>
<td>Count</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>-------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In School Suspension</td>
<td>18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent Note</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent Note Tardy</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unexcused Absence</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unexcused Checkout</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**04/27/2021 - horseplay - Horseplay**

- **Insubordination** - insubordination towards teacher - Refused to move seats in the gym during bus room. Laughing at the teacher. LV-II offense Insubordination 2nd offense, 5 days of ISS 5/5, 5/6, 5/7, 5/10, 5/11.

**04/22/2021**

- **cell phone** - Student was using his cell phone during morning bus room.

Warning. Cell phone will be held by. Parent/guarding may pick it up today between 3-3:30 p.m.

**04/05/2021**

- Meeting with mother
- Student check-in protocol initiated.
- Counseling initiated.

**03/24/2021**

- **horseplay** - Throwing food in the lunchroom. Level-II offense 3rd offense 2 days of ISS to be served April 7-8th.

**03/17/2021**

- **horseplay** - Throwing playing cards in the cafeteria and was out of his seat. LV-II 2nd Offense. Horseplay 1 days of ISS M 3/22/21. (did not show on the 22nd came in on the 23rd)

**02/25/2021**


**11/19/2020**

- **FIGHTING** - FIGHTING, LV-111 1ST OFFENSE- 5 DAYS OF AFTER SCHOOL DETENTION. TH 11/19, M 11/23, T 11/24, M 11/30, TU 12/1 3-5 PM.

**11/16/2020**

- **Disruptive Behavior** - DID NOT FOLLOW INSTRUCTIONS IN THE BUS ROOM AND THEN WAS DISRESPECTFUL TO THE TEACHER-1ST OFFENSE 2 HRS AFTER SCHOOL DETENTION.
<table>
<thead>
<tr>
<th>Code</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>In School Suspension</td>
<td>8</td>
</tr>
<tr>
<td>Nurse Excused Checkout</td>
<td>2</td>
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<tr>
<td>Remanded to Alternative School</td>
<td>16</td>
</tr>
<tr>
<td>Unexcused Absence</td>
<td>7</td>
</tr>
<tr>
<td>Unexcused Checkout</td>
<td>1</td>
</tr>
</tbody>
</table>

**04/28/2021** - **Theft** - Took another student's hoodie and the drew on it. Level-III 2nd offense. 5 days of ISS. 1/2 days- 4/28 & 4/29, whole days May 5-7.

**04/20/2021** - **Disrespectful attitude** - was caught 2 times trying to sleep in class. He was told to keep his head up and not laying down. He continued a third time to lay his head down. In technology class (to ready prep) he has his foot propped up on the top of the desk. Level-II Inappropriate and disrespectful attitude toward faculty/staff members. 3rd offense-2 days of ISS. Monday 5/3 & Tuesday 5/4.


**03/19/2021** - **Horseplay** - Throwing food in the cafeteria. Lv-II offense (2nd) horseplay 1 day of ISS on 4/6/21.

**09/11/2020** - **Disrespectful** - DISRESPECT TOWARD A TEACHER. AFTER SCHOOL TUTORING. MON 3-5 PM.

**02/04/2020** - **Fighting** - Kept leaning his head back on another desk. The student behind slaps him on the head after telling Robert to stop. Robert punched student in stomach & kicked in knee. LV-III fighting-3rd offense. Student will be reprimanded to alternative school for 30 school days. Student may return to TCES on Thursday March 26, 2020. Mom was notified by phone call.

**01/10/2020** - **Insubordination** - Insubordination-after being warned multiple times, student was talking and horse playing during the pledge of allegiance.

**01/10/2020** - **Horseplay** - Was playing games in guidance when another attempted to get games pieces. He had taken from him. He pushed the other student back knocking him to the floor. LV-II horseplay-4th offense 3 days of ISS Tu 1/21 thru Th 1/23/2020.
School District Summer Learning Camp...4 week program, 6 hours of curriculum; mostly for remedial work...
Self-regulation and self-control....what neuroscience is telling us is that kids aren’t going to learn anything from lectures however well-intentioned while they’re in survival brain mode.......For all of them, you have to turn off their alarm in order for them to hear and absorb what you’re saying, much less think about consequences and have the capacity to choose a different action.

DT Camp Discover...While learning about and exploring the local community, children and families connect with each other, find their special place in nature with literacy exercises, and develop confidence through team-building and outdoor adventures.
DT Theory of Change
2013-present

Age groups now include:

Rising 2nd-4th, Me, My Community, My World
Rising 5th-7th, Environmental
Rising 8th, Adventure, Service Learning
High School Jr Counselors, Career Exploration and Peer Mentors
College/Career, Ongoing involvement with life transitions
Involve younger siblings in the fun!

Experience your school teachers in a different environment

Mix service learning with fun

Let older students mentor the younger

Digital camera for each student each day

Learn about history by touching it

Build literacy skills through journaling
And this is how we all feel on the last day!

It takes a while to get us all in one shot!

**Recommended Steps:**

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

**Spring**
Nurture Belonging in School

**Summer**
Build Bridges to School

**Fall**
Create Community at School

*Find the toolkit here:*
Summer Engagement Strategies

**Bridges to School**

✓ Incoming preschool or kindergarten students

✓ Sample activities during the summer

✓ Blank template also available

---

**Bridges to School: Phase 2, Summer**

**Student Group:** Incoming Preschool or Kindergarten Students

This grid offers examples of strategies that can promote attendance in the summer by creating a sense of belonging among current and prospective students. It is organized using a tiered support system. The examples included are meant to inspire your thinking about what you might do in your own school or district. For each activity, you might specify who is responsible for leading and how to measure results of the strategy.

<table>
<thead>
<tr>
<th>Strategies for Creating a Bridge to School</th>
<th>How to Prepare</th>
<th>Special Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop a preschool or kindergarten orientation for all students and families that includes a welcoming action when a family enrolls along with activities that peaks the week before school starts.</td>
<td>Create a committee that can help plan for the launch of in-person group learning for young children in your program, or school. Include preschool and school staff, families with children who have participated in your program before, and partners from social, physical and mental health services to arts and recreation organizations on your committee.</td>
<td>Focus on family engagement. Bringing a child to class the first time can be as hard for the parent as it is for the child. Pay particular attention to encouraging participation of “first-timers” in preschool and kindergarten, and first graders who have experienced less than a year of in-person school, especially if they are the first in the family to start school.</td>
</tr>
<tr>
<td></td>
<td>Conduct surveys or interviews with families to find out about any concerns</td>
<td>Provide the families with opportunities—in person or virtually—to visit the classroom in advance of the first day, to</td>
</tr>
</tbody>
</table>

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*Find it in our new Pathways to Engagement Toolkit:*

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/
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 2nd 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 3rd 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

June 1-4, 2021

To register: https://bit.ly/FCEConf21
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-webinar2-Engaged

Thank you!
Customized Professional Development

Virtual Courses

Open Educational Resources

www.LearnwithTwoRivers.org
Engagement During the 2020 - 2021 School Year

- Bi-weekly one-on-one goal setting meetings with every student.
Engagement During the 2020 - 2021 School Year

Keeping students connected through virtual and in-person clubs:

- Drawing Club
- Mindfulness Club
- Social Club
- Math Club
- Music Club
- Robotics Club
- Lego Club
- Writing Club
- Games & Riddles Club
- Cat Club
- Chess Club
- Student Leadership Club
Returning to Campus

- Learning Hubs
- In-Person Instruction (Preschool & 3rd Grade)
- 1-on-1 and Small Group Instruction
- Crew Experiences
- Periodic In-Person Meet Ups for Expeditions or Other Instruction