



Expanded Attendance Metrics

Chronic Absence

Why is it important?

- Chronic absence
 - Helps educators identify individual students and subgroups who were chronically absent in the prior year for support at the beginning of the school year
 - Serves as an early warning sign of academic risk

What are the equity implications?

- Students who were chronically absent prior to Covid-19 may experience even greater challenges and fall farther behind as supports at home, in the community or from school are eroded.

What do we need to know?

- Which students were chronically absent last year prior to school closure?
- Which student sub-groups were disproportionately chronically absent?

What do we need to do?

- Share list of students who were chronically absent with school attendance teams. (District)
- Allocate additional staff or resources to support specific sub-groups (District)
- Reach out to families and students, ideally before the start of the school year to establish positive relationships. (School)
- Identify barriers and inequities that prevent students from attending school.
- Mobilize everyone in the school community to provide tiered supports, beginning with prevention and early intervention.

How do we know if we are successful?

- Fewer students chronically absent.
- Less disproportionality in chronic absence rates for sub-groups.



Contact Information

Why is it important?

- Without contact information:
 - Program staff can't know what families and children need.
 - Families and children can't stay informed about learning opportunities under Covid-19 conditions.

What are the equity implications?

- Families who must move often, are homeless, have limited financial resources, or have a non-English home language are more likely to have missing contact information and also to struggle due to Covid-19.

What do we need to know?

- Do we have working contact information for all of our families?
- Do we have a working back-up contact for all of our families?

What do we need to do?

- Create protocols for schools to regularly update contact information and keep it secure.
- Make up-to-date contacts available to relevant staff.
- Monitor families missing information and ensure outreach.

How do we know if we are successful?

- We have working contact information for 100% of our families.
- Resource: Strategies for Connecting with Students and Families, <https://www.attendanceworks.org/wp-content/uploads/2019/06/Strategies-for-Connecting-with-Students-and-Families-rev-8-27-20.pdf>



Connectivity and Access

Why is it important?

- No access to on-line, packet-based, or in-person programming results in no connection to learning opportunities.

What are the equity implications?

- Poverty, geographic location, home-language and special needs make connectivity to learning opportunities more difficult.

What do we need to know?

- Do all families have the ability to access learning opportunities?

What do we need to do?

- Centralized process to identify families who don't have access to learning opportunities, provide resources to connect them, and/or add learning opportunities they can access.

How will we know we are successful?

- % of families with technology (have computer, software, and internet).
- % of families that have received training and support for utilizing technology
- % of families that have received in-home learning resources (books, project packets and smart-phone based e-learning technology)



Relationships

Why are they important?

- When students and families have real relationships with staff they are more likely to engage in program offerings.

What are the equity implications?

- Students and families who aren't connected are more likely to be those who are challenged by geography, poverty, language and disabilities.

What do we need to know?

- Does each family and student have an on-going, positive, and supportive relationship with one or more members of our staff?

What do we need to do?

- Revise protocols for welcoming new students and families to the district. (District)
- Update home visit, mentoring and other family and student engagement protocols are updated to ensure health and safety of staff, families and students. (District)
- Provide training to staff on updated protocols. (District)
- Organize school staff and community partners to connect with families. Prioritize outreach to families and student groups that need to be re-engaged or have not yet become engaged (Schools)
- Create opportunities for families to influence programmatic decisions. Now more than ever, families should have real and meaningful opportunities to provide input and be heard. This is a key element of restorative practices. (District and School)

How will we know we are successful?

- High/increasing % of families report positive relationships with school staff.
- High/increasing % of families report providing program input.



Participation / Attendance

Why is it important?

- Students who participate regularly are more likely to be ready for kindergarten and on-grade level learning.

What are the equity implications?

- Families whose contact information is unknown, don't have access/connectivity to learning opportunities, or good relationships with program staff, are not likely to be able to participate.

What do we need to know?

- Are all of our students and families participating in learning opportunities?

What do we need to do?

- Ensure participation data is accurately collected and tracked in the SIS.
- Regularly review disaggregated participation data to detect and address inequitable patterns.

How do we know we are successful?

- High/increasing % of families who pick up and return home learning materials.
- High/increasing % of families who log on each week.
- Spot checks for data quality show consistency of practice across classrooms and schools.