



Grand Rapids Public Schools

Attendance Community of Practice

Cohort I

Year 3, Session I



October 17, 2023

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Introductions

Share in Chat Box:

- **Your name, role and school.**
- **Share something you are excited about for the new school year.**

GRPS Community of Practice (CoP) Year 1

Session #1 February 2022	Session #2 April 2022	Session #3 May 2022	Summer
<p>Community of Practice to Reduce Chronic Absenteeism</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Launch the Community of Practice (CoP) • Background on chronic absenteeism <p>Next Steps: Principal Interviews</p>	<p>Attendance and Engagement</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Review and provide feedback on revisions to GRPS Scholar Handbook • Take a team approach to implement attendance strategies and best practice • Using a data-driven approach to inform action 	<p>Building Bridges and Warm Welcome Back to School</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Staying connected and engaged over the summer • Creating a Warm Welcome Back Plan • Promoting positive relationships with students and families 	<p>Family Visits from Family Support Specialists</p> <ul style="list-style-type: none"> • Focus on building positive connections with families whose students were chronically absent in SY 2021-22 <p>Warm Welcome Back to School</p> <ul style="list-style-type: none"> • Develop and begin implementation of warm welcome activities to engage students and families

Coaching and ongoing TA support

CoP Practice: try out one strategy, and report back on its practice

CoP Practice: try out one more strategy, and report back on its practice

CoP Practice: try out one more strategy, and report back on its practice

Grand Rapids Community of Practice (CoP) YEAR 2

Session #4 September 2022	Session #5 November 2022	Session #6 February 2023	Session #7 April 2023
<p>Sharing: (share welcome plan)</p> <p>Key Concepts</p> <ul style="list-style-type: none"> Strengthening Teams Tiers with emphasis on Universal strategies with families (GRPS communication toolkit) <p>Team Time</p> <p>-Meet as a team to review data trends</p> <p>Assignment:</p> <p>Add to K-12 Year Long plan in Fall</p>	<p>Sharing: an action to strengthen team; share on-going and Fall strategy year long plan</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> Strive for Less Than Five Caring Conversations with students/families <p>Team Time:</p> <ul style="list-style-type: none"> Equipping staff for caring conversation and using data <p>Assignment:</p> <ul style="list-style-type: none"> Add to K-12 plan on winter Equip staff on caring conversation 	<p>Sharing: share winter and spring action plan; result/outcome of training</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> Tier 2 Interventions Plan, Do, Study, Act <p>Team Time:</p> <ul style="list-style-type: none"> Identify a Tier II Intervention <p>Assignment:</p> <ul style="list-style-type: none"> Add to K-12 plan for spring Implement Tier II Intervention and use PDSA process 	<p>Sharing: share progress to date including Tier II intervention</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> Action planning for summer and SY 23-24 Complete Team Assessment <p>Team Time:</p> <ul style="list-style-type: none"> Reflect on what can be continued, strengthened, and sustained based on qualitative and quantitative data <p>Assignment:</p> <ul style="list-style-type: none"> -Update K-12 plan for SY 23-24

Coaching and ongoing TA support

CoP Practice: try out one strategy, and report back on its practice

CoP Practice: try out one more strategy, and report back on its practice

CoP Practice: try out one more strategy, and report back on its practice

CoP Practice: continue to test strategies and use the continuous improvement process for practice

Grand Rapids Community of Practice (CoP) Cohort I YEAR 3

Session #8

October 2023

Sharing: What did you do that worked well last year and was reflected in last year's data?

Key Concepts

- Review of multi-tiered response and resources
- Tier II Interventions based on data
- Using Teams to support Tier II work

Team Time

- Review data and agree upon Tier II interventions that can be implemented this fall

Assignment:

Implement Tier II intervention(s) and use data to determine what is making a difference

Session #9

February 2024

Sharing: What Tier II intervention is working (share strengths and learnings).

Key Concepts:

- Re-engaging staff, students, and families during spring
- Year long planning

Team Time:

- Identify strategies that can be implemented to address spring slump

Assignment:

- Implement strategies and use data to determine whether it is making a difference

Sustaining the Work

- School teams keep meeting
- Each school has their own plan
- Quad EDs create opportunities for schools to share their successes and challenges.
- *What else to sustain this work in GRPS?*

GRPS Coaching and ongoing TA support

CoP Practice: try out one strategy, and report back on its practice

CoP Practice: try out one more strategy, and report back on its practice

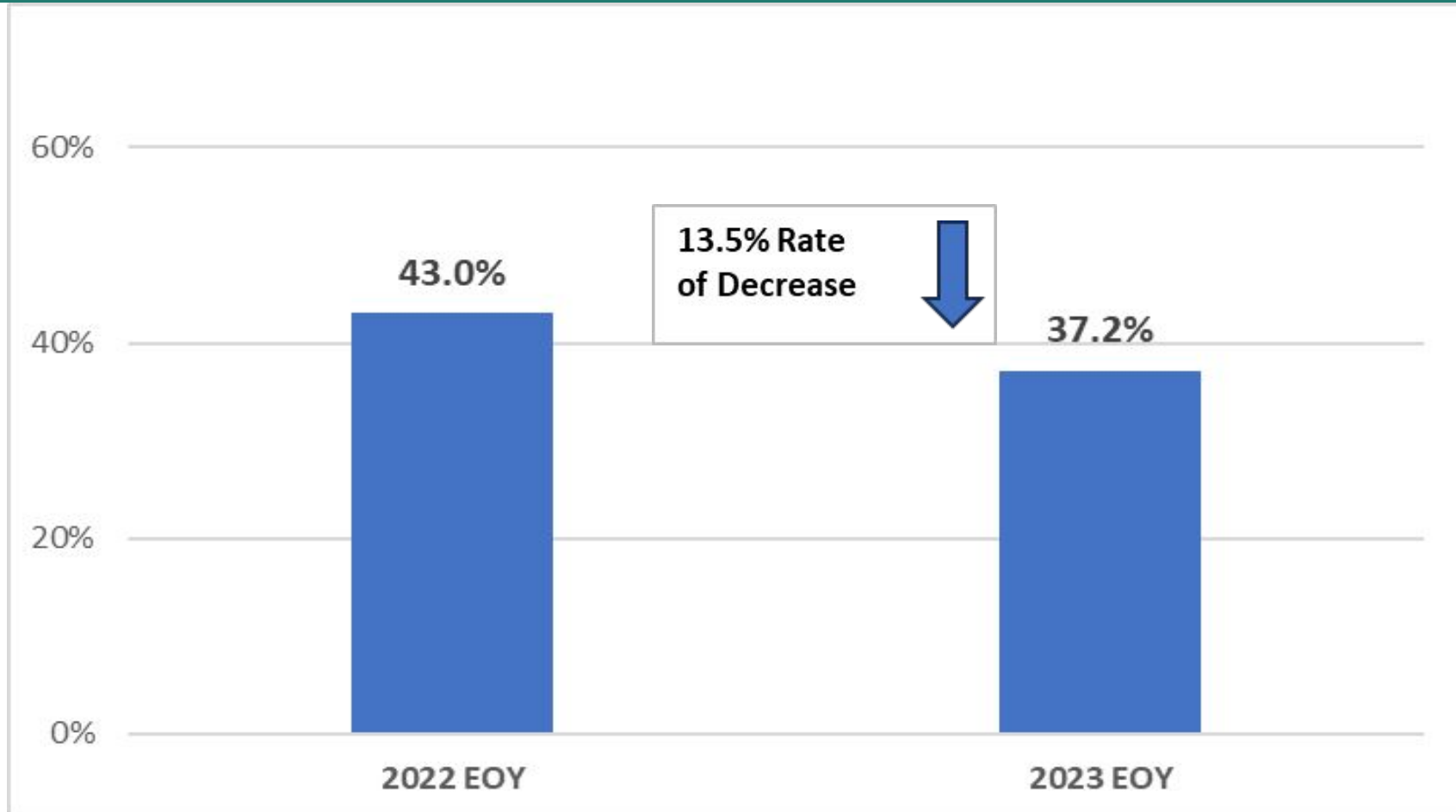


Agenda

- I. Welcome, Introductions, Background**
- II. Attendance Data for CoP Cohort I schools**
- III. Small Group Discussion**
- IV. Multi-tiered Approach**
- V. Team Time**
- VI. Closing Reflections**
- VII. Next Steps**

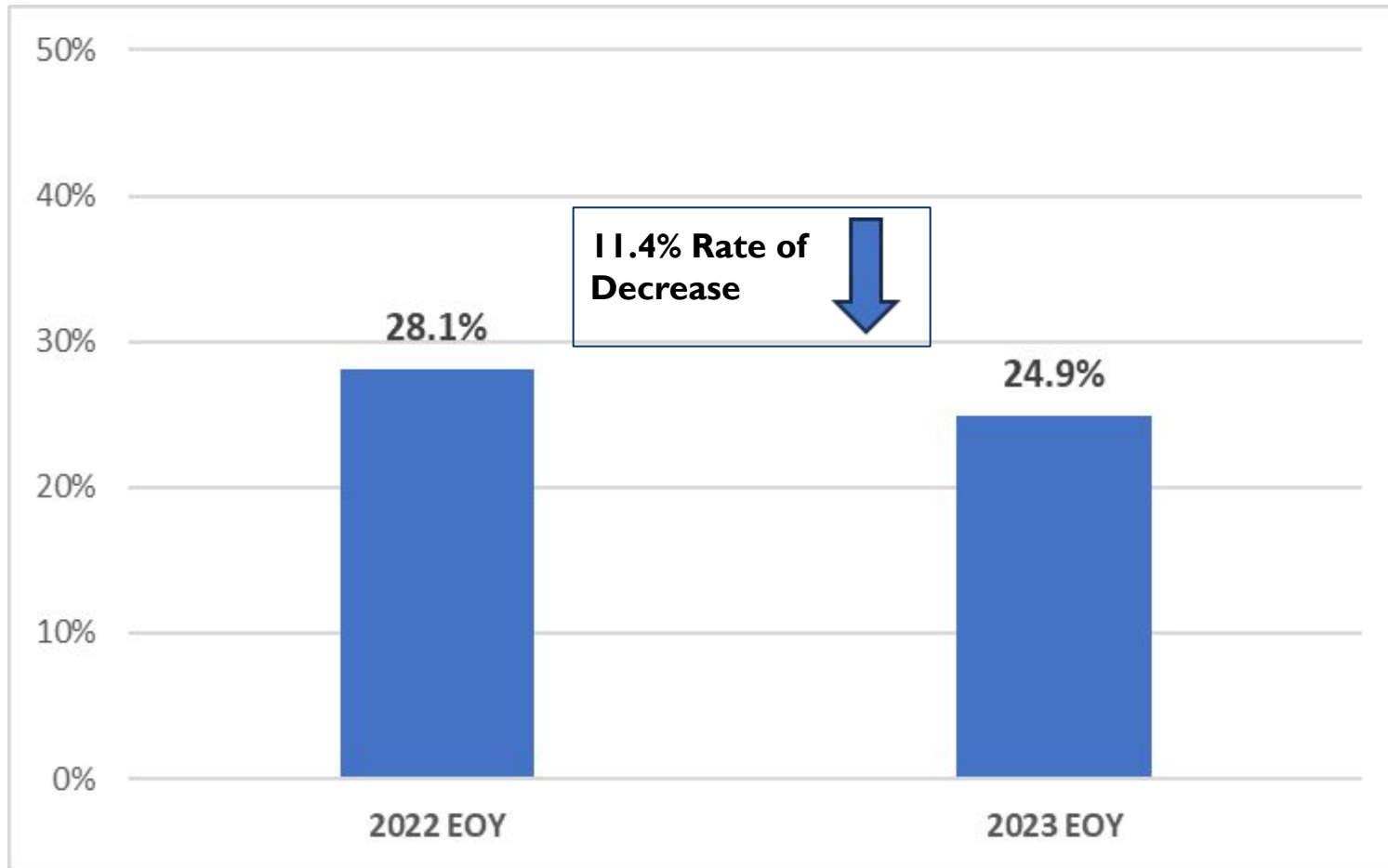
Decrease Chronic Absentee Rate in GRPS Community of Practice (CoP) Schools SY 2023-23

Scholars missing 10% or more of school



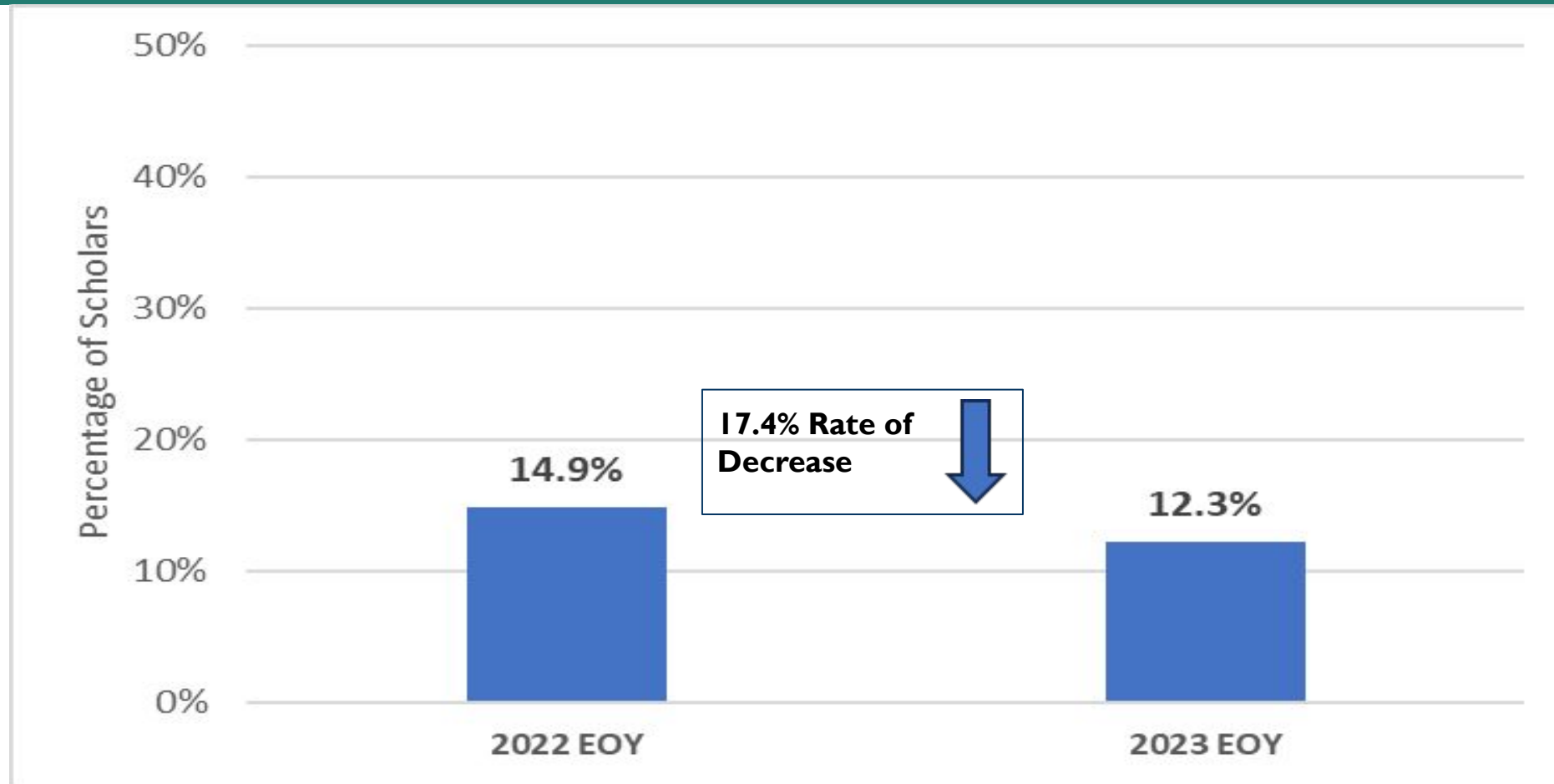
Decrease in Moderate Chronic Absentee Rate in GRPS Community of Practice (CoP) Schools SY 2022-23

Scholars missing 10%-19% of school



Decrease in Serious Chronic Absentee Rate in GRPS Community of Practice (CoP) Schools in SY 2022-23

Scholars missing 20% or more of school





Reflections from Last Year

- Multi-tiered Approach
- Team Meets Regularly to Monitor and Address Attendance
- Positive Outreach to Students and Families
- Whole School Engagement

What else made it successful?

Small Group Discussion

- 1) **What is something you did differently last year that worked well?**
- 2) **What have you continued or would like to strengthen this school year?**



Ground Rules

- Ask clarifying questions
- Explore differences of opinion
- Create space for everyone to speak *(and use the chat to express ideas)*
- Designate a note taker to write down what you will do



Large Group Chat

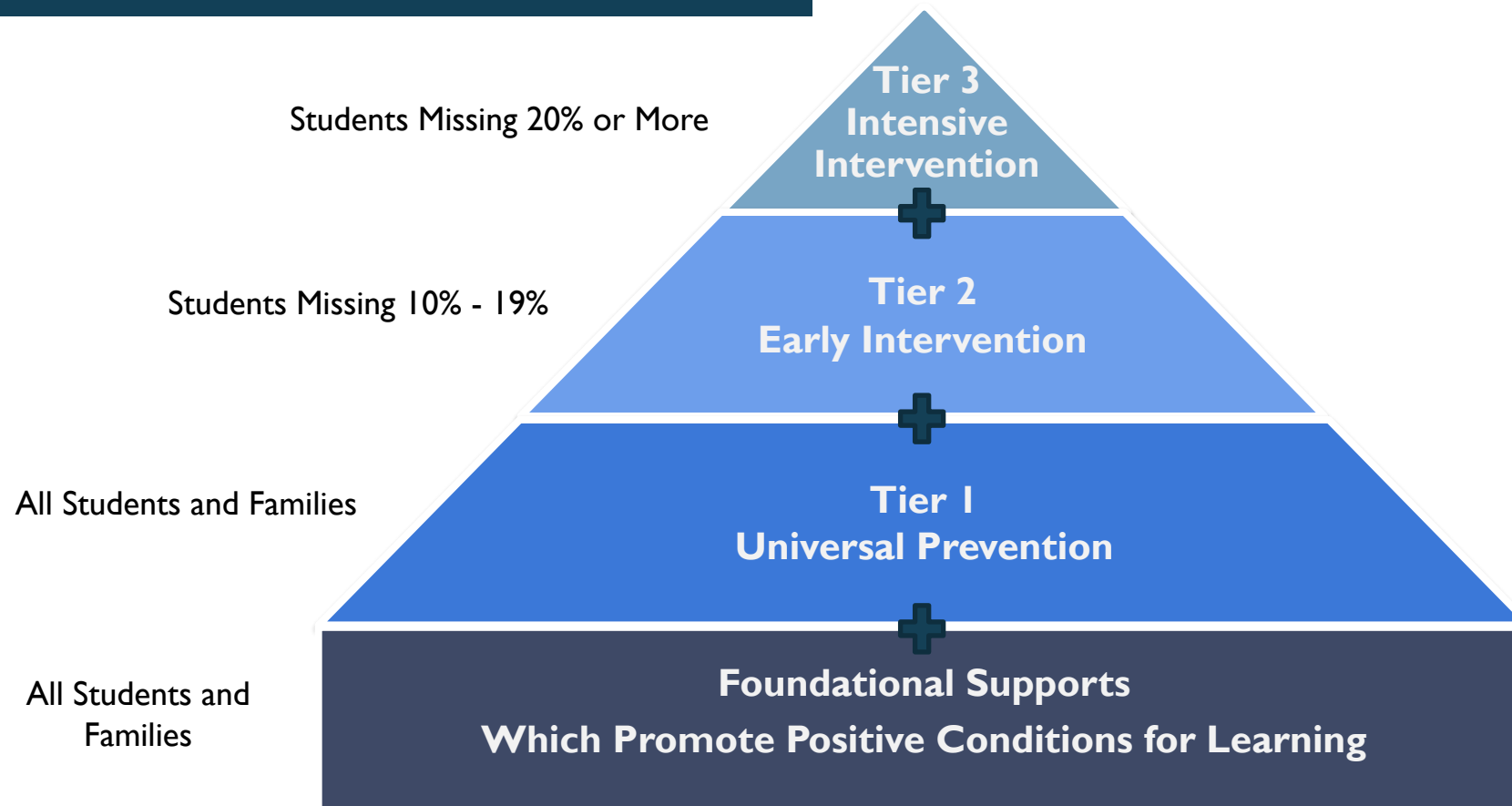
- Any insight gained from the discussion?
- What ideas would you like to try in your school?



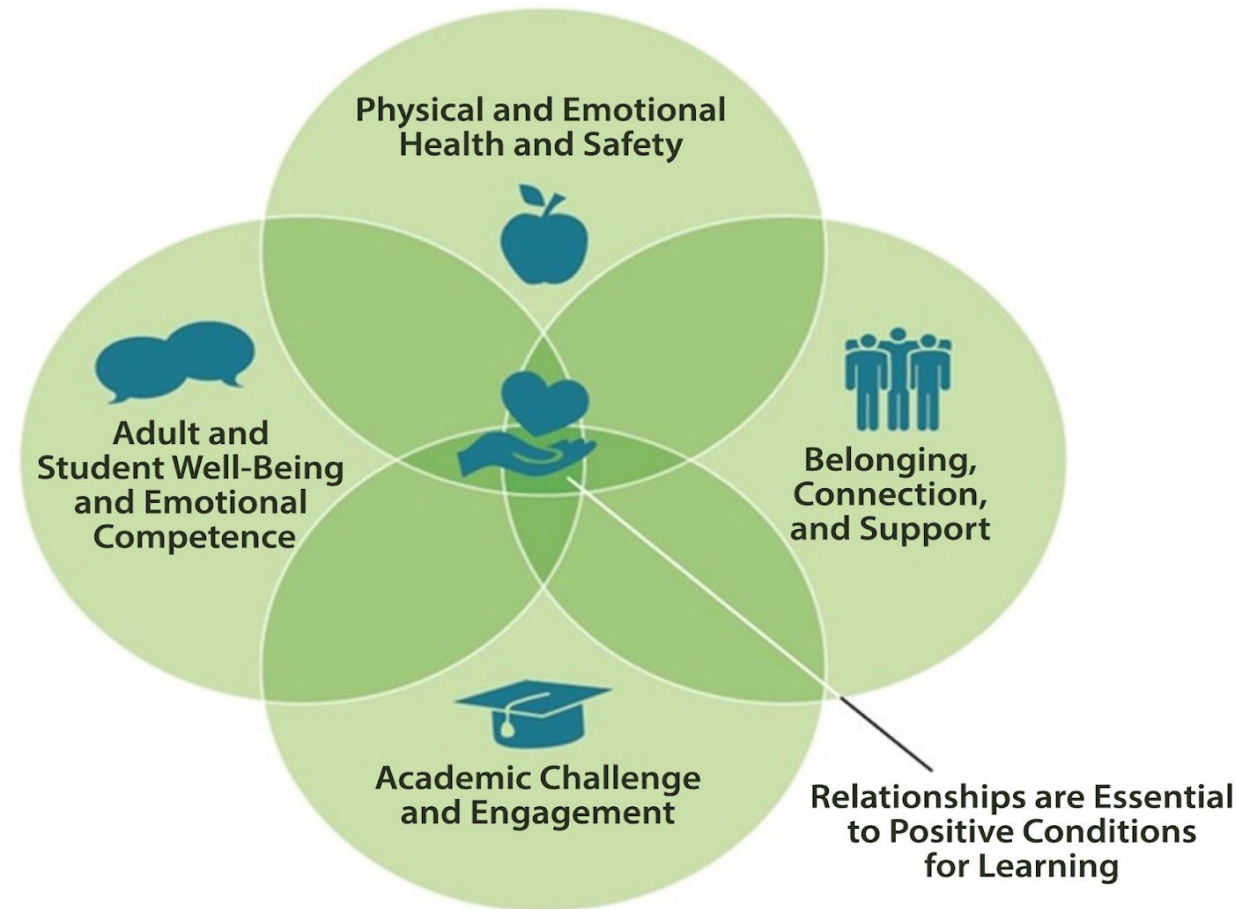
- 1. Organize a multi-tiered attendance strategy that begins with prevention and early intervention.**
- 2. Examine attendance and absenteeism data to assess which groups of students have higher or lower levels of absence.**
- 3. Identify factors (assets, barriers & strategies) that affect attendance.**
- 4. Mobilize everyone in the school community to address attendance.**
- 5. Determine if you are making a difference.**



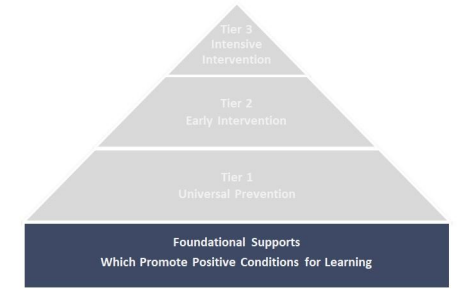
Multi-tiered System of Support for Attendance



We must understand that the continued high levels of chronic absence reflect that positive conditions for learning are missing for too many students.



Positive Conditions for Learning Lead to Students Being Engaged and Attending Regularly



Barriers

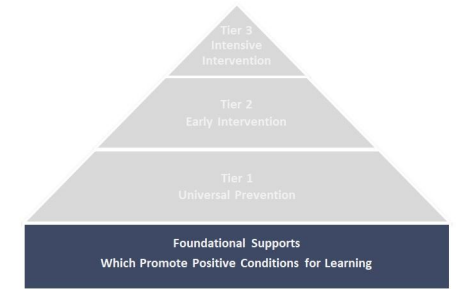
- Housing and food insecurity
- Chronic and acute illness
- Family responsibilities or home situation



Strategies

- *Restorative circles*
- *Access to food, other basic needs*
- *District-wide health guidance to going to school*

Positive Conditions for Learning Lead to Students Being Engaged and Attending Regularly



Barriers

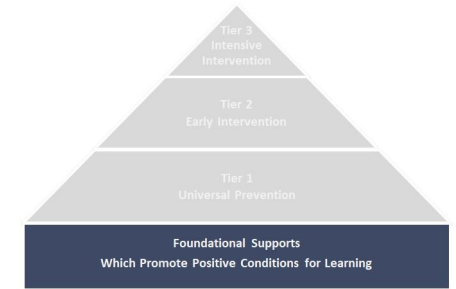
- Unwelcoming school climate
- Lack of connection with enrichment/after-school opportunities



Strategies

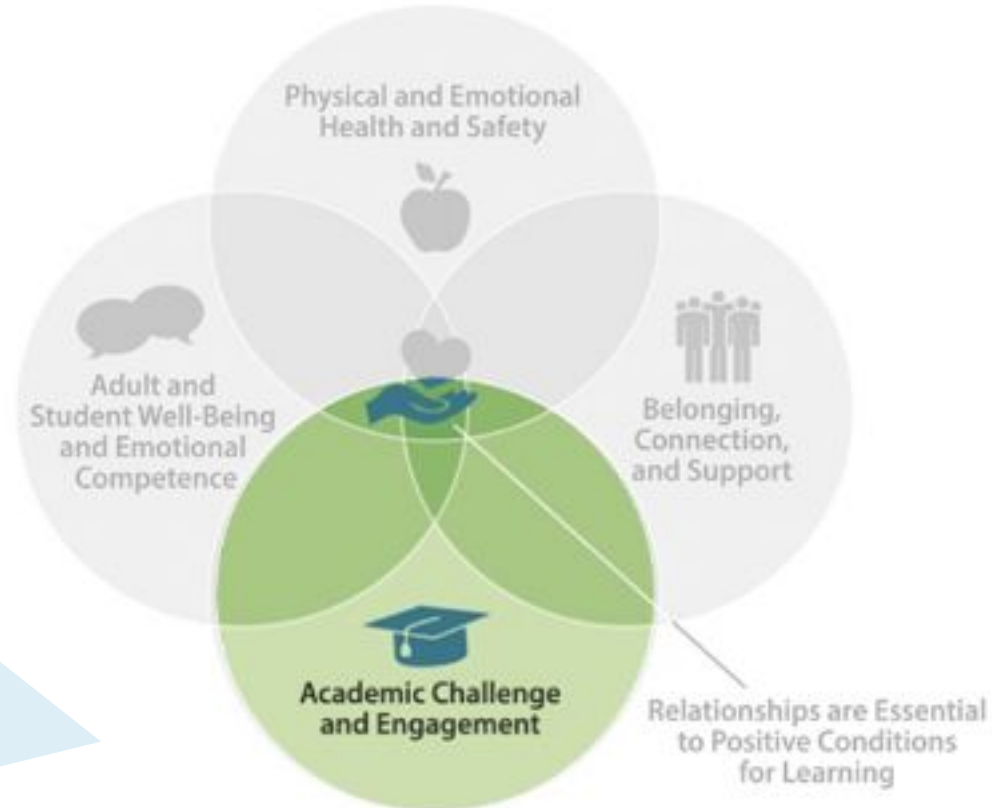
- Promote positive school-community relations
- Advisories/meetings to build community
- Enrichment, clubs & after-school programs
- Positive peer connections

Positive Conditions for Learning Lead to Students Being Engaged and Attending Regularly



Strategies

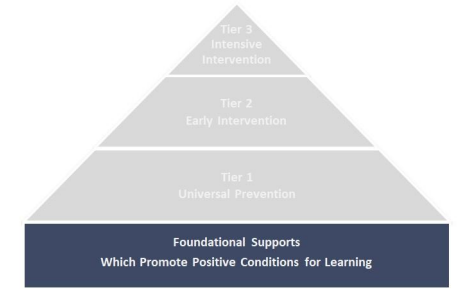
- *Project-based learning*
- *Mentor program with school staff or business community*
- *Alternative scheduling options*



Barriers

- **Bored**
- **Lack of enrichment opportunities**
- **Lack of academic and behavioral support**
- **Failure to map credit/academic recovery**

Positive Conditions for Learning Lead to Students Being Engaged and Attending Regularly



Strategies

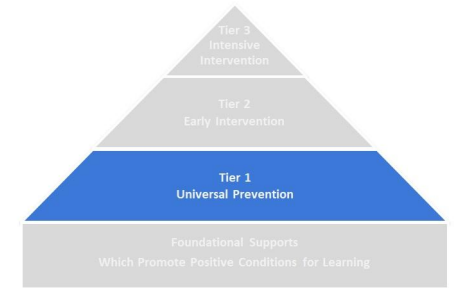
- *Staff self-care opportunities*
- *Restorative check-ins*
- *Access to health care & mental health supports*
- *Trauma-informed practice*



Barriers

- **Trauma**
- **Lack of access to mental health supports for students and staff**

Tier 1: Universal Attendance Supports



- ❖ Clear, concise and consistent communication about schedules and expectations
- ❖ Routines, rituals and celebrations related to attendance and engagement
- ❖ Personalized **positive** communication to families when students are absent
- ❖ Recognition of good and improved attendance
- ❖ Impact of attendance on whole child widely understood
- ❖ Connection to a caring adult in the school
- ❖ Every child and their family encouraged to develop a success plan that includes attention to attendance

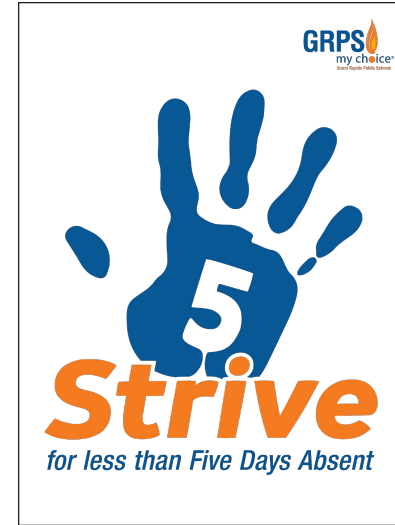
Strive for Less than Five - Update



1. Yard Sign



2. Stickers



4. Poster



3. Magnet



5. Bumper Sticker



6. Feather Flag



Synergy Analytics

Access Your School's Data using Synergy Analytics

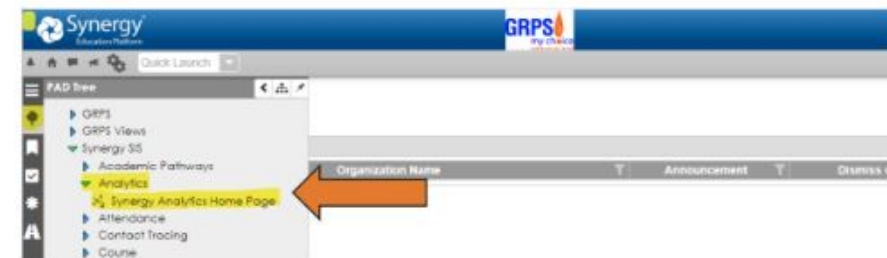
Synergy Analytics User Guide

Synergy Analytics User Guide



This guide will enable you to navigate the new Synergy Analytics dashboards, through which you can access live data pertaining to attendance and suspensions at the district or school-level. The orange arrows accompanying the screen shots will show you where to click or enter information.

1. Log in to Synergy with your usual credentials.
2. Navigate to Synergy Analytics via the Synergy PAD Tree as pictured below:



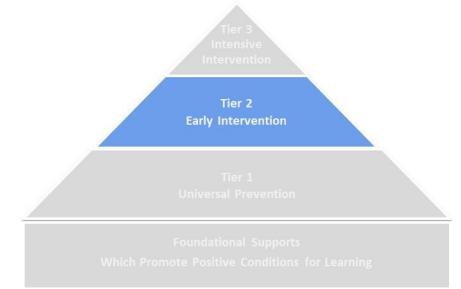
3. For quicker access next time, add Synergy Analytics to your Synergy Quick Nav by Right Clicking and choosing "Add to Quick Nav"



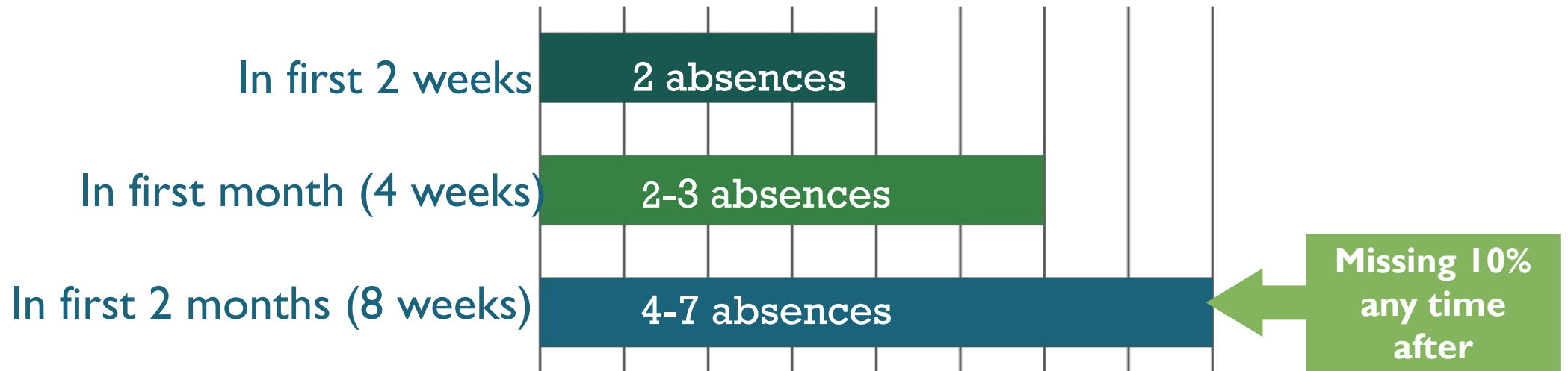
- a. The Synergy Analytics Icon will now appear in the top right as highlighted above, for easier access in the future



Identifying Students for Tier 2 Supports

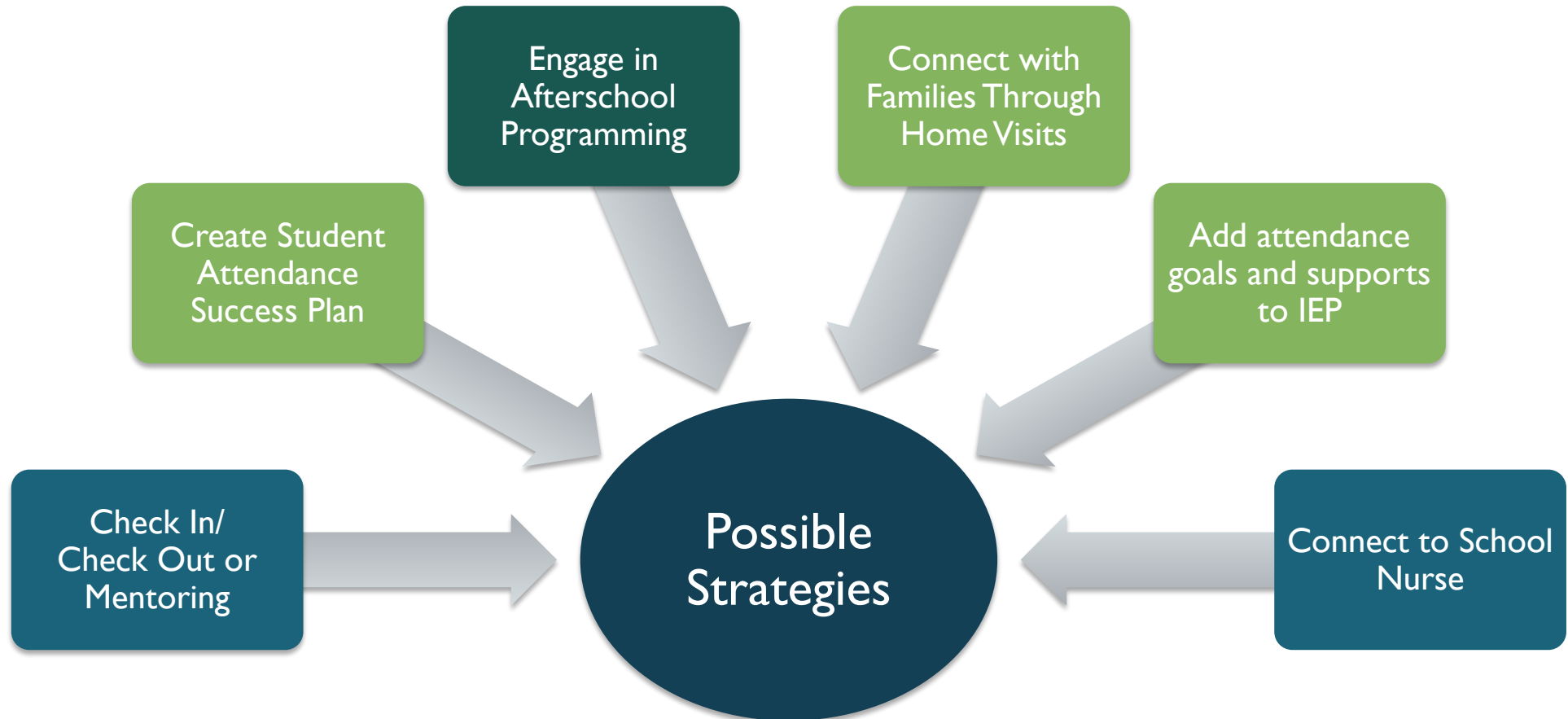
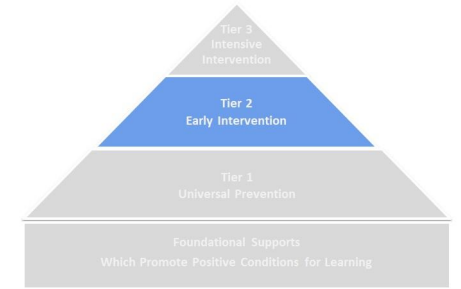


- ✓ Chronic absence (missed 10-19% of school) in the prior year.
- ✓ And/or starting in the beginning of th school year, student has:





Tier 2: Early Outreach and Support

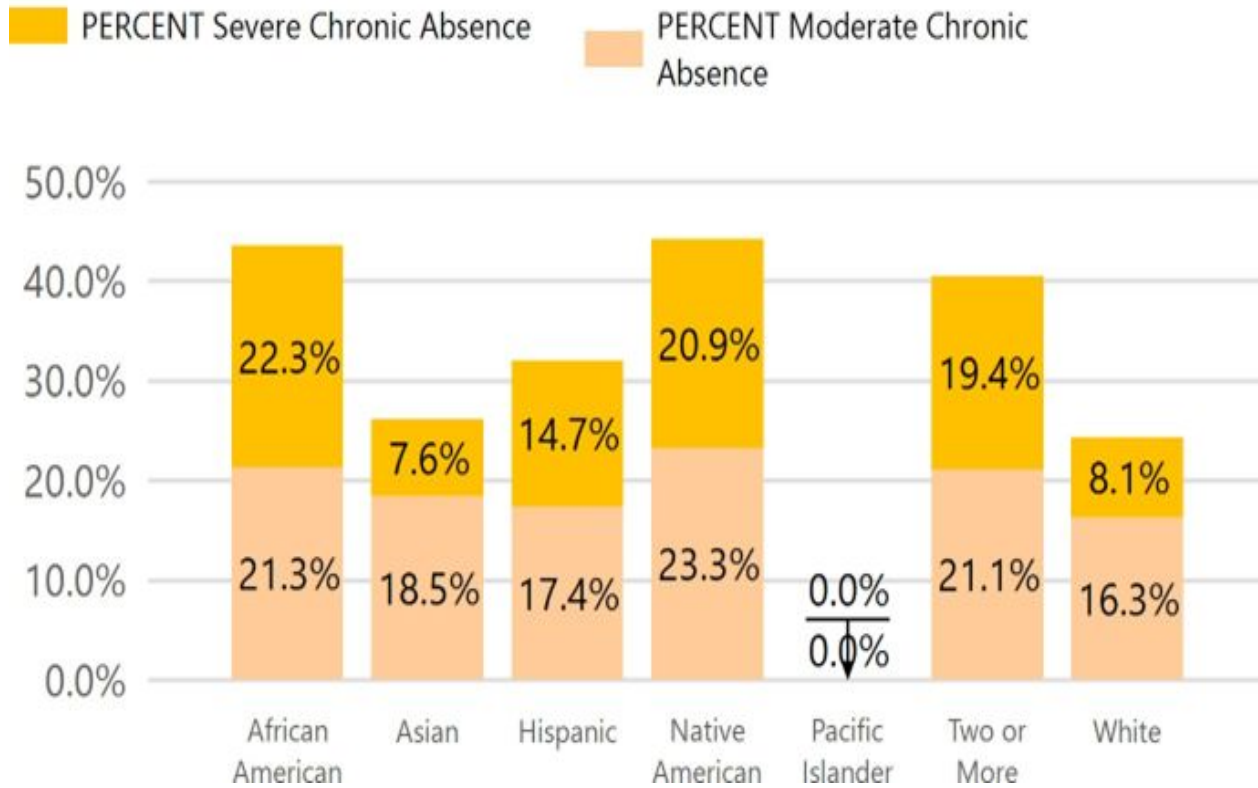


Function #2: Examining Attendance and Absenteeism Data

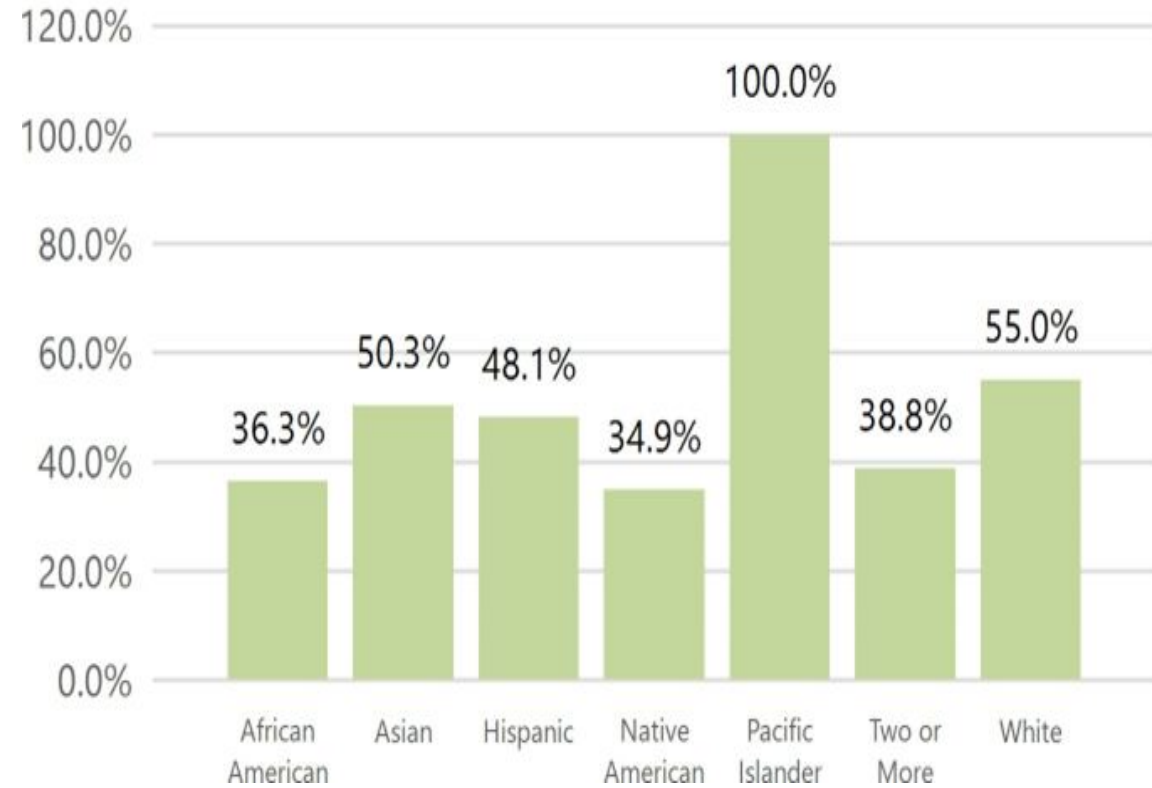


GRPS K-12 Data 2022-23

What percentage of students in each race/ethnicity have moderate or severe chronic absence?



What percentage of students in each race/ethnicity have satisfactory attendance?





Use Data to Identify and Address Inequities

- Analyze data overall, broken down by school, grade, race/ethnicity, home language, disability and zip code.
- Use qualitative information, especially drawing upon the perspectives of students and families, to deepen an understanding of the contributing factors.
- Determine how to address unequal access to resources.



Take Note

Given who is chronically absent, which groups of students in your school require priority attention?

Please write down your answer and we'll refer back to it later.

Function #3: Identify factors (assets, barriers & strategies) that affect attendance





Why Understanding the Perspectives of Students and Families Matter

- ❖ Students have untapped expertise and knowledge that can bring renewed relevance and authenticity.
- ❖ Addressing the challenges students experience requires considering their specific realities.
- ❖ Understanding when many students and families experience similar challenges allows for scalable solutions.
- ❖ It ensures that the engagement strategies you create are inclusive of students and families' cultural norms.

Qualitative Data Tools

Gather information about why students do or don't attend school

- ❑ **Empathy Interviews:** Targeted, one-on-one conversations with a small group of students
- ❑ **2x10:** Relationship and trust building strategy; spend two minutes per day for 10 days talking with a student
- ❑ **Student Focus Groups:** Moderated small group discussions to explore experiences and perspectives



<https://www.attendanceworks.org/resources/qualitative-data/>

School Team Discussion

- **What can you do in your school to better understand factors affecting attendance for a priority group?**
- **Which targeted tier 2 strategy can you strengthen or adopt in the next few months for a priority group?**
- **What steps does the team need to take to implement?**



Ground Rules

- Turn on your video camera
- Briefly introduce yourself
- Raise your hand to speak
- Ask clarifying questions
- Create space for everyone to speak (and use the chat to express ideas)
- Person whose first name is closest to the letter “M” is the facilitator



Large Group Chat

- **Any ahas?**
- **What ideas would you like to try in your school?**



Next Steps

School Teams:

- Review attendance data two to three times a month at your regularly scheduled team meetings
- Implement and monitor targeted Tier 2 strategy that your team discussed today
- Check-in with GRPS coach

Next CoP Session: Tuesday, Feb. 6 at 4:30

ANY
QUESTIONS?



Evaluation Survey

We want to hear from you!

Please let us know how we can improve:

https://app.upmetrics.com/data_collector/ckf2oltbqlt8k0759tfdbfybj

Thank you!

Appendix

2x10 Relationship Strategy Bank

Strategy	Plan & Track	Reflect
<ul style="list-style-type: none">● Identify a student who may benefit from more support● Spend 2 minutes with them over 10 consecutive days● Talk about anything they want to talk about● Focus on listening, don't get distracted	<ul style="list-style-type: none">● Check off or record dates● Start with one student	<ul style="list-style-type: none">● How did this help you learn about the student in new ways?● Bring results back to the team for sharing to understand larger themes across multiple students (if using this strategy for whole classroom or grade or school)

https://www.scoe.net/media/e4olyyjr/sesion_2_relationship_strategy_bank.pdf



Focus Groups

Focus Groups

- [Sample Focus Group Protocol](#)
- [Note-Taking Template](#)
- [Opt-Out Letter](#)





Empathy Interviews

A listening practice and **one-on-one conversations** with a **small sample of students** to learn from their lived experiences.

Question examples:

- Tell me about a time that you have felt excited to show up to school...
- Tell me about a time when coming to school was hard...
- What advice would you give a student who is struggling to attend school?