Network to Advance State Attendance Policy and Practice

Introductions

In the Chat, please share:

- Your name

- Organization

- State

Agenda

A. Presentation and Discussion - Covid-19 and Education: An Emerging K-Shaped Recovery.

- Presenter: Emma Dorn, Global Education Practice Manager, McKinsey and Company

B. Planning for Summer – National Summer Learning Association

- How are states anticipating they will use summer to support connection and recovery? What policies, practices or planning resources are in place or ready for development?

C. Comprehensive Attendance Data Collection and Reporting

- AW 50 state scan

- Accountability Implications

D. AW latest resources

- Winter toolkit

- Attendance Awareness Campaign

McKinsey & Company

COVID-19 Unfinished learning – December 2021 Report

An emerging K-shaped recovery

December 2021

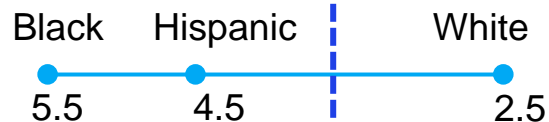# What is the impact of the pandemic on student learning to date?

By the start of the 2021-2022 school year, students were on average 4 months behind in math and 3 months behind in reading

Cumulative months of unfinished learning due to the pandemic, grades 1 though 6
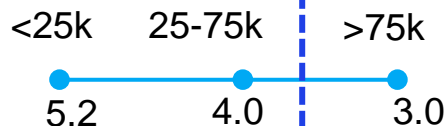
Math
Number of months behind

Reading
Number of months behind
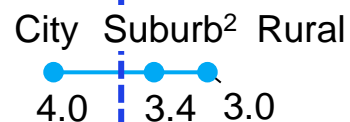
By race
Schools that are >75% ...

Math:
- Black 5.5
- Hispanic 4.5
- White 2.5

Reading:
- Black 4.9
- Hispanic 3.6
- White 2.3

By income
Average school income ...

Math:
- <25k 5.2
- 25-75k 4.0
- >75k 3.0

Reading:
- <25k 5.3
- 25-75k 3.5
- >75k 2.3

By location
School location

Math:
- City 4.0
- Suburb[2] 3.4
- Rural 3.0

Reading:
- City 3.6
- Suburb[2] 3.0
- Rural 2.6
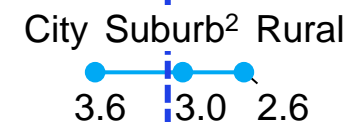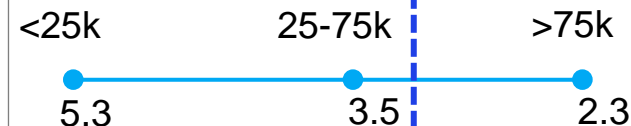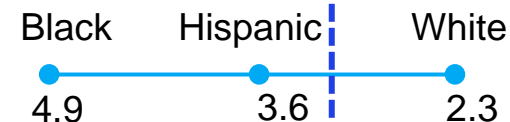
Average ~4 months[1]

Average ~3 months[1]

1. Values have been rounded to the nearest whole number. Averages are 3.5 months for math and 3.1 months for reading; 2. Town or suburb

The gap between students in majority-Black schools and students in majority-white schools is now 3 months wider than it was prior to the pandemic
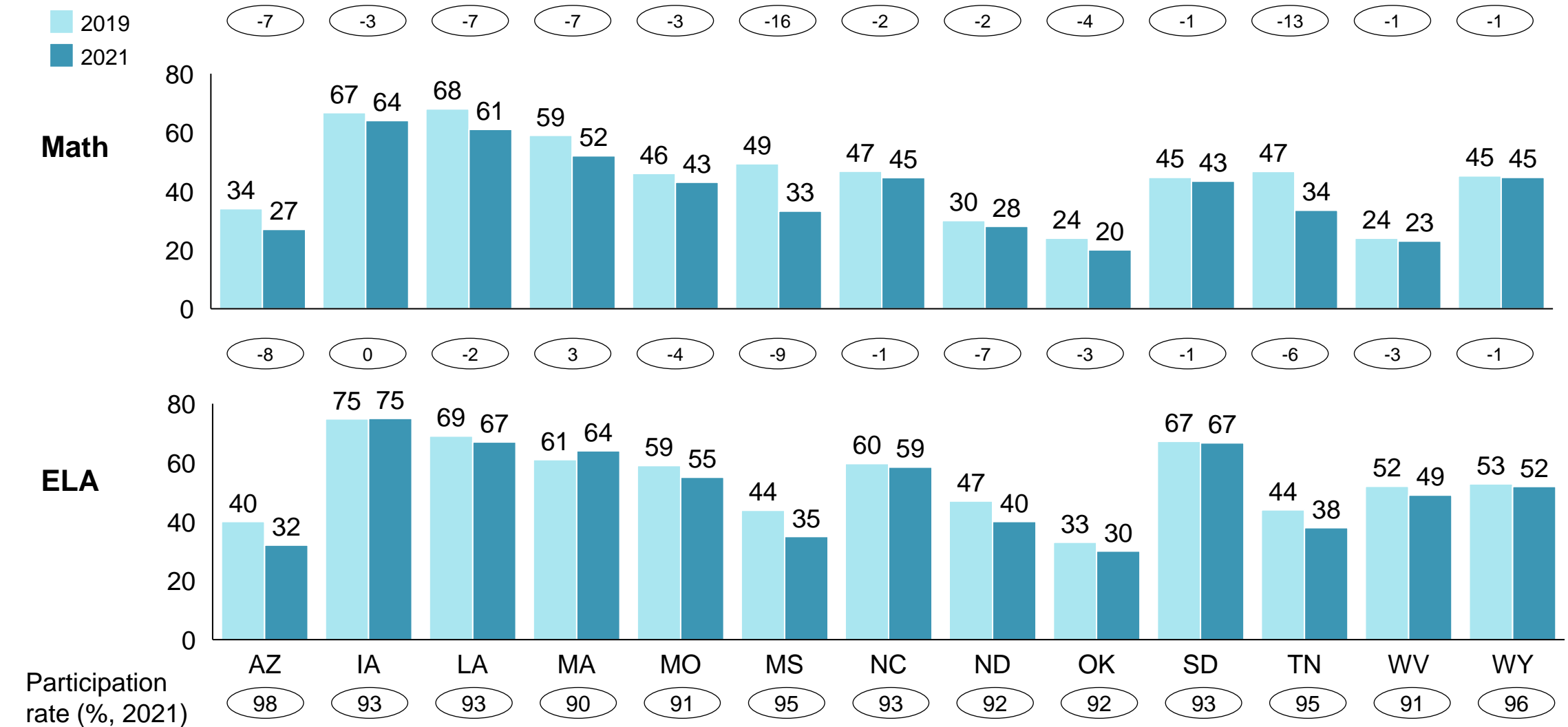
Cumulative months of math unfinished learning, pre-pandemic and due to the pandemic, grades 1 though 6[1]
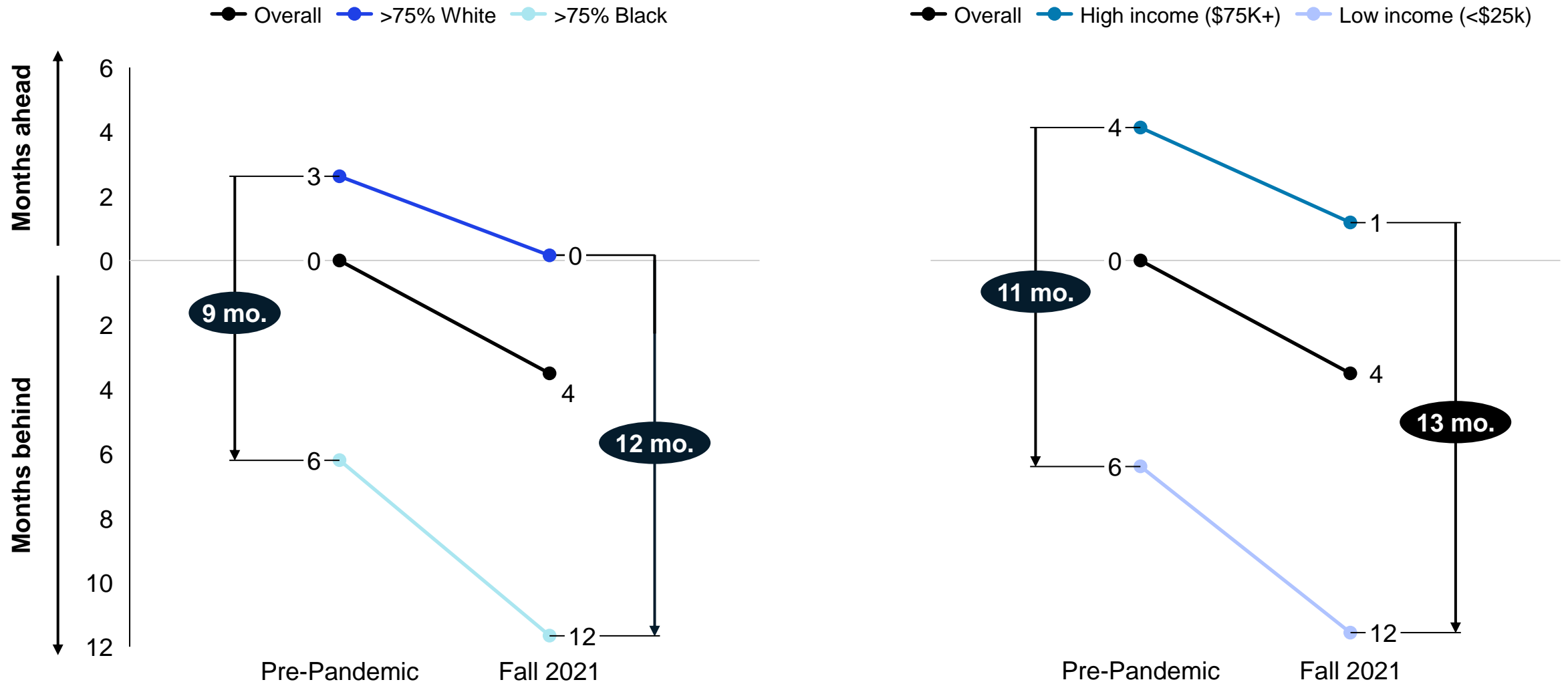
1. Values, including deltas between lines, have been rounded to the nearest whole number (ethnicity gap widened by 3.0 months, income gap by 2.2 months)
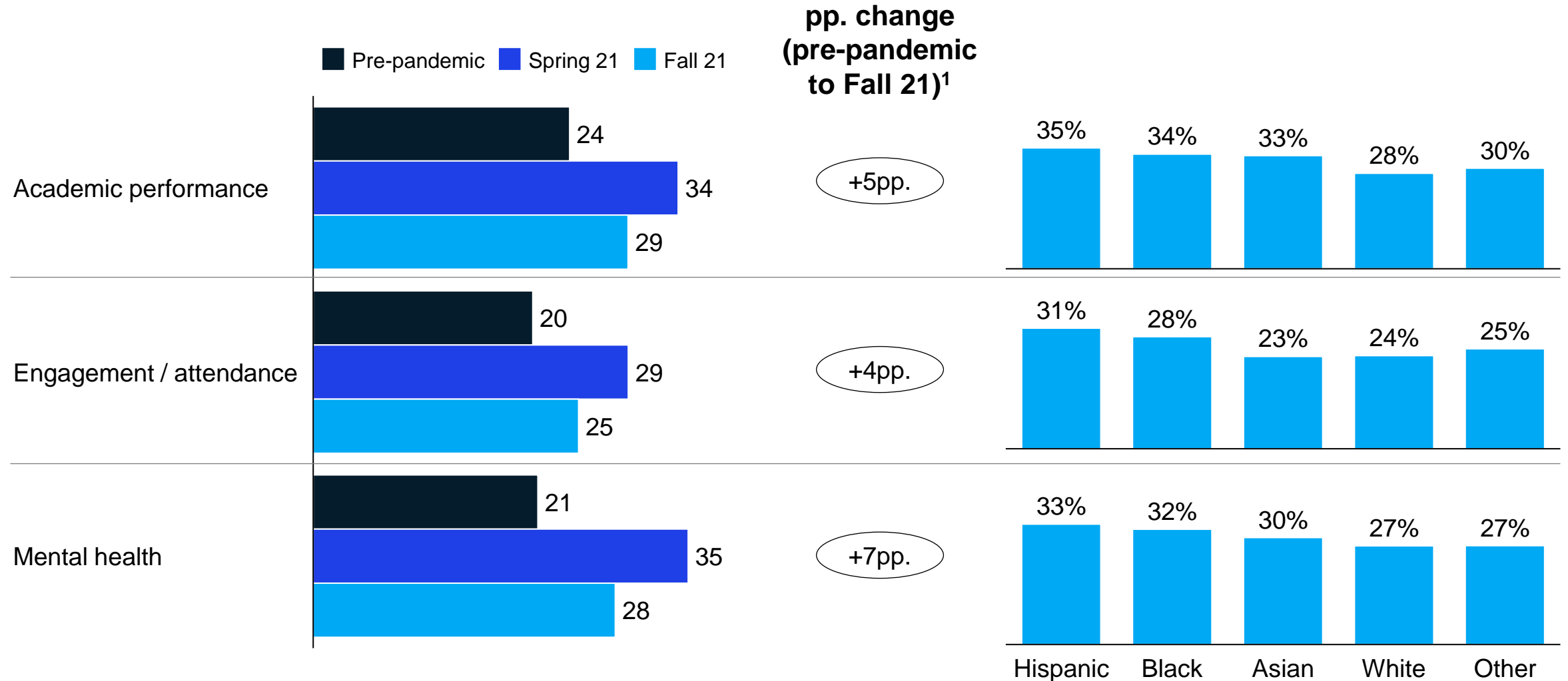
Unfinished learning is also present among high schoolers, as evidenced by lower proficiency rates in 2021 v. 2019 across most States

2019 and 2021 average Math & ELA proficiency rates by State, for those with >90% participation in 2021

Math

ELA

	AZ	IA	LA	MA	MO	MS	NC	ND	OK	SD	TN	WV	WY
Math 2019	34	67	68	59	46	49	47	30	24	45	47	24	45
Math 2021	27	64	61	52	43	33	45	28	20	43	34	23	45
Math diff	-7	-3	-7	-7	-3	-16	-2	-2	-4	-1	-13	-1	-1
ELA 2019	40	75	69	61	59	44	60	47	33	67	44	52	53
ELA 2021	32	75	67	64	55	35	59	40	30	67	38	49	52
ELA diff	-8	0	-2	3	-4	-9	-1	-7	-3	-1	-6	-3	-1
Participation rate (%, 2021)	98	93	93	90	91	95	93	92	92	93	95	91	96

Legend: 2019 (light), 2021 (dark)

Parental concerns are still above pre-pandemic levels; parents of Black and Hispanic students are most concerned

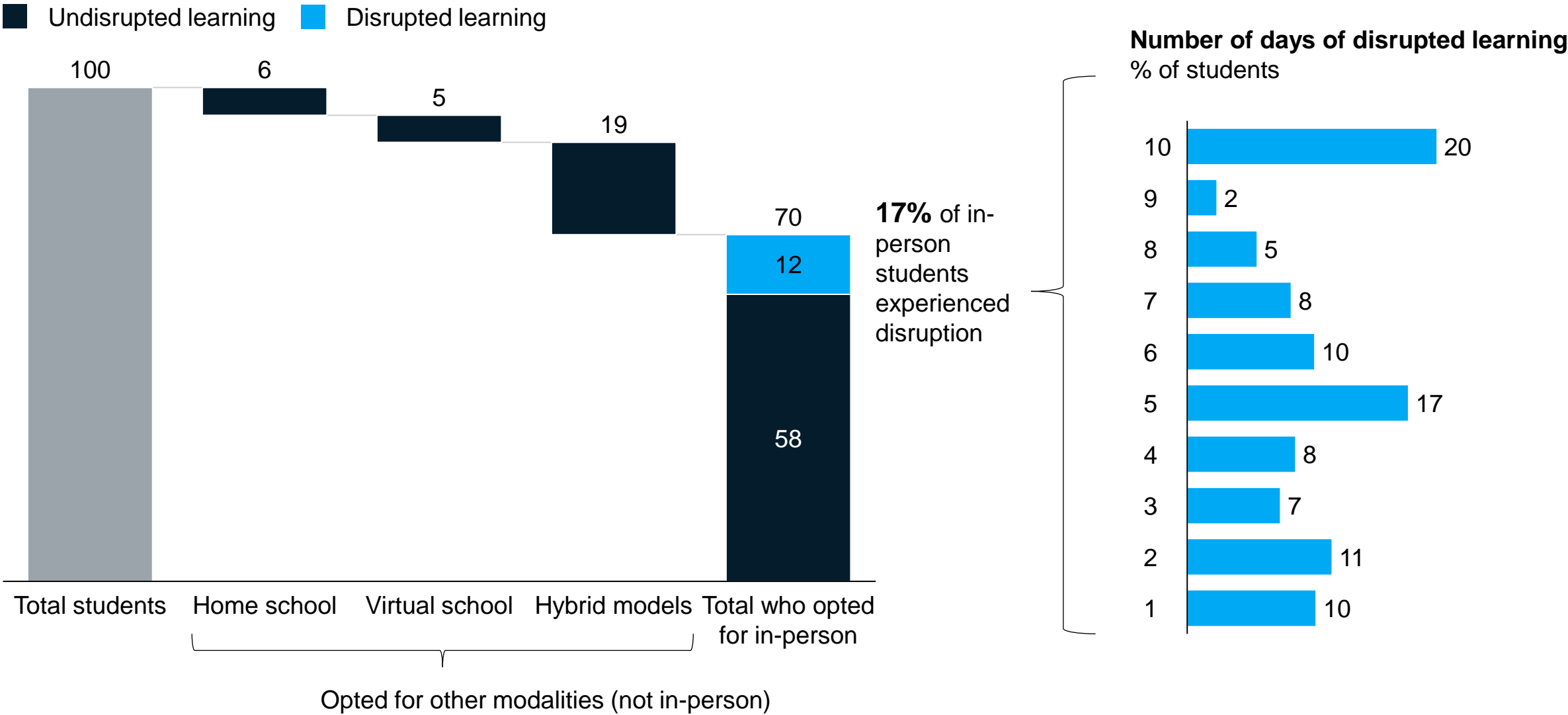% of parents with children in grades K-12 indicating they are very or extremely concerned about their child's…

Legend: ■ Pre-pandemic ■ Spring 21 ■ Fall 21

pp. change (pre-pandemic to Fall 21)[1]

Academic performance
- Pre-pandemic: 24
- Spring 21: 34
- Fall 21: 29
- +5pp.

Hispanic	Black	Asian	White	Other
35%	34%	33%	28%	30%

Engagement / attendance
- Pre-pandemic: 20
- Spring 21: 29
- Fall 21: 25
- +4pp.

Hispanic	Black	Asian	White	Other
31%	28%	23%	24%	25%

Mental health
- Pre-pandemic: 21
- Spring 21: 35
- Fall 21: 28
- +7pp.

Hispanic	Black	Asian	White	Other
33%	32%	30%	27%	27%

1. Values have been rounded to the nearest whole number

How are ongoing disruptions impacting students?

17% of students who opted for fully in-person learning were subjected to a disruption, with over half disrupted for 5 days or more

■ Undisrupted learning ■ Disrupted learning

Number of days of disrupted learning
% of students

100   6   5   19   70

17% of in-person students experienced disruption

12
58

Total students   Home school   Virtual school   Hybrid models   Total who opted for in-person

Opted for other modalities (not in-person)

Days	% of students
10	20
9	2
8	5
7	8
6	10
5	17
4	8
3	7
2	11
1	10

Parents of Black and Hispanic students were most likely to report disruptions to learning

Disruptions to learning (non in-person days for those who opted for fully in-person learning) and reasons why

Legend:
- Other (grey)
- Student was sick (purple)
- Student was quarantined (blue)
- Campus closure due to COVID-19 (light blue)

Of those who indicated preference for in-person instruction, % of parents who reported their child had at least 1 day of disrupted learning (i.e., not in-person)

Category	Value
Black	20
Hispanic	19
Other	18
White	16
Asian	13

Overall average: 17%

Reason for learning disruption, % of total

Category	Other	Student was sick	Student was quarantined	Campus closure due to COVID-19
Black	37	4	10	49
Hispanic	33	5	13	49
Other	41	4	12	43
White	37	6	13	44
Asian	42	6	12	40
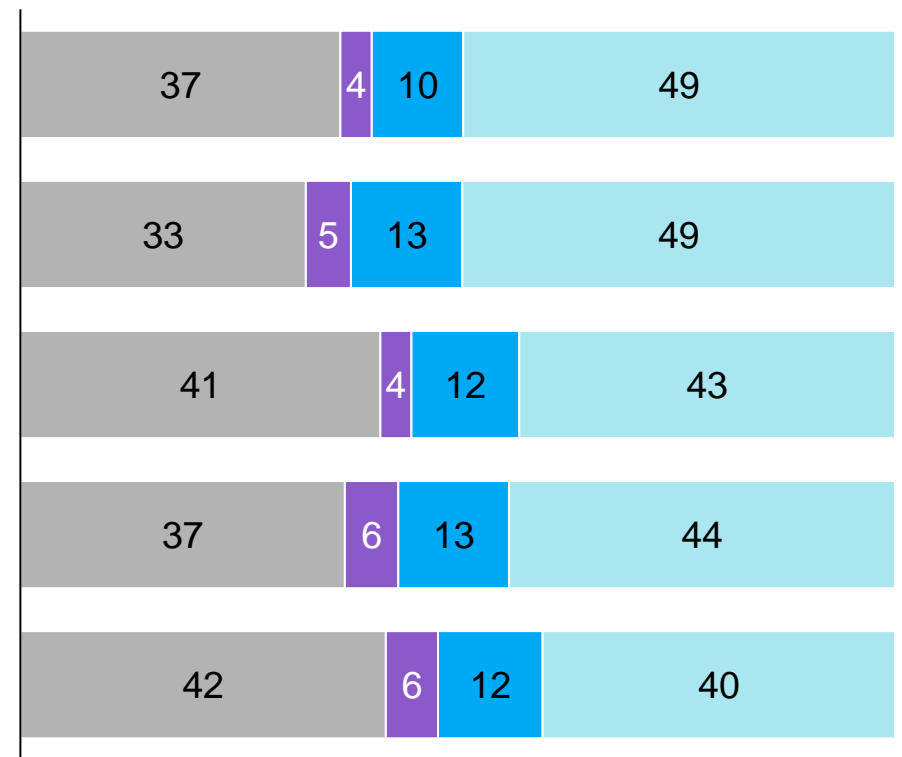
Parent reports of chronic absenteeism have increased by 2.7x since before the pandemic
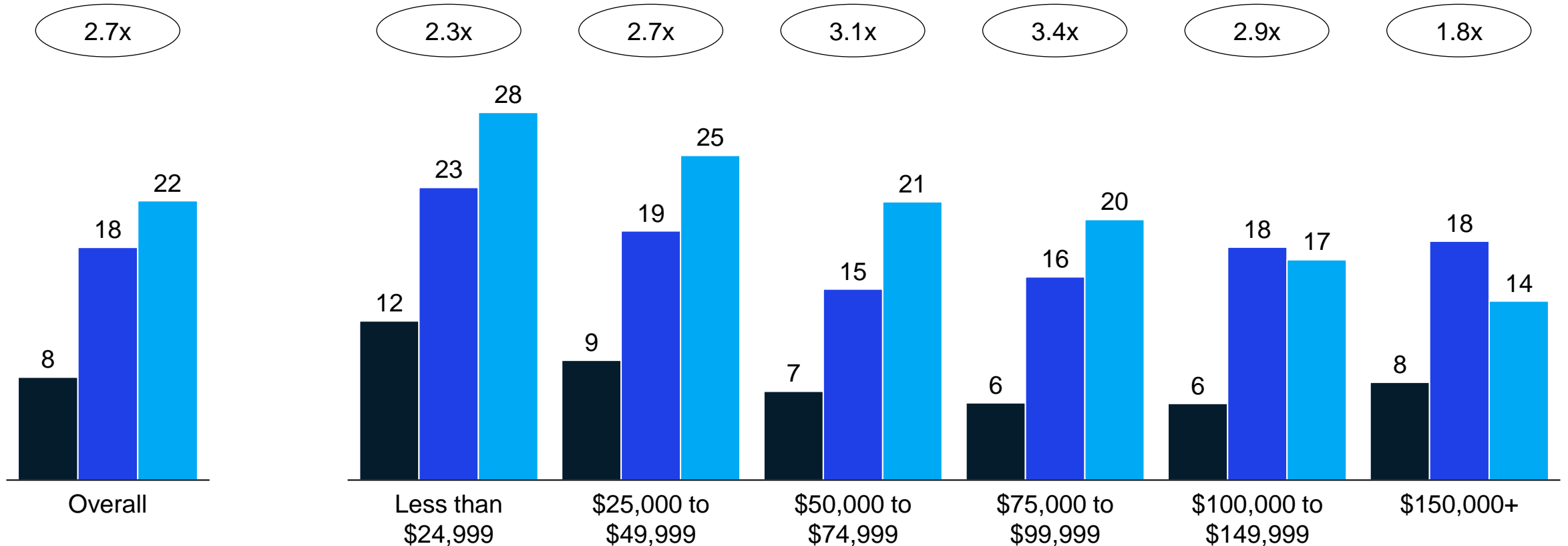
% of parents with children in grades K-12 indicating their child could be chronically absent

■ Pre-pandemic (% of parents reporting their student used to miss 15+ days in a full year)
■ Spring 21 (% of parents reporting their student has missed 15+ days in 20-21 school year)
■ Fall 21 (% of parents reporting their student has missed 4+ days in 21-22 school year so far)
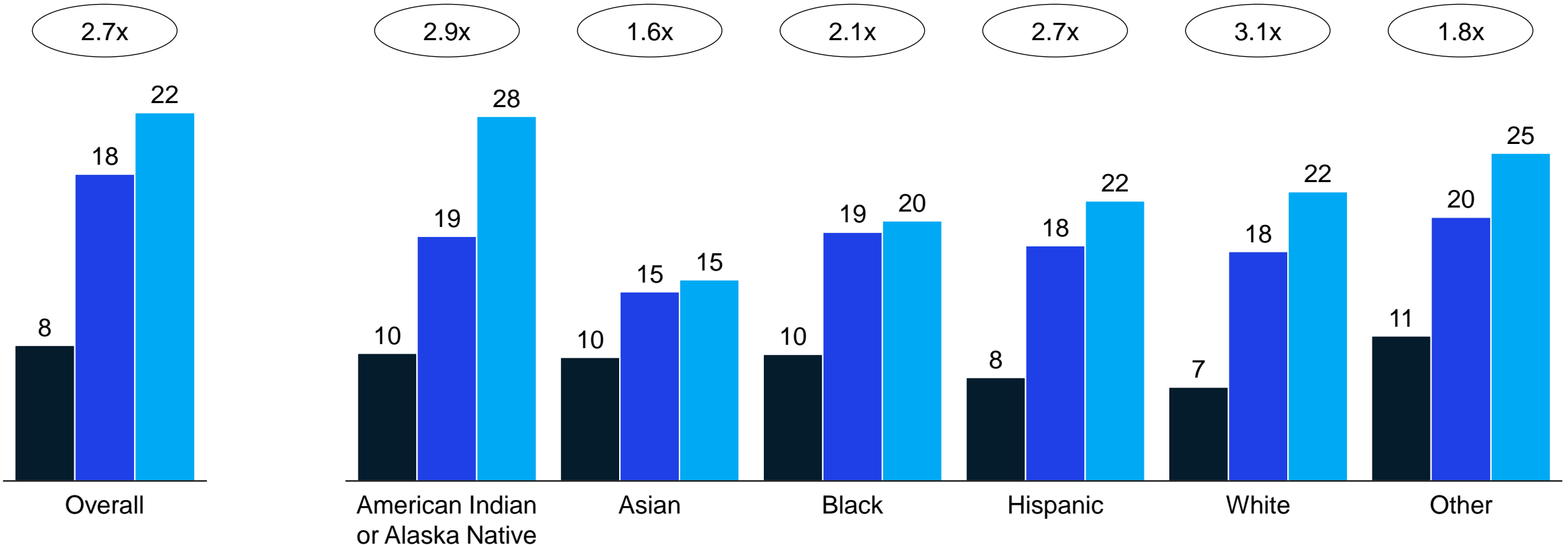
(#)   Increase from pre-pandemic to Fall 21

Overall: 2.7x — 8, 18, 22

Low income: 12, 23, 28 — 1.6x
Medium income: 8, 17, 23
High income: 6, 17, 17
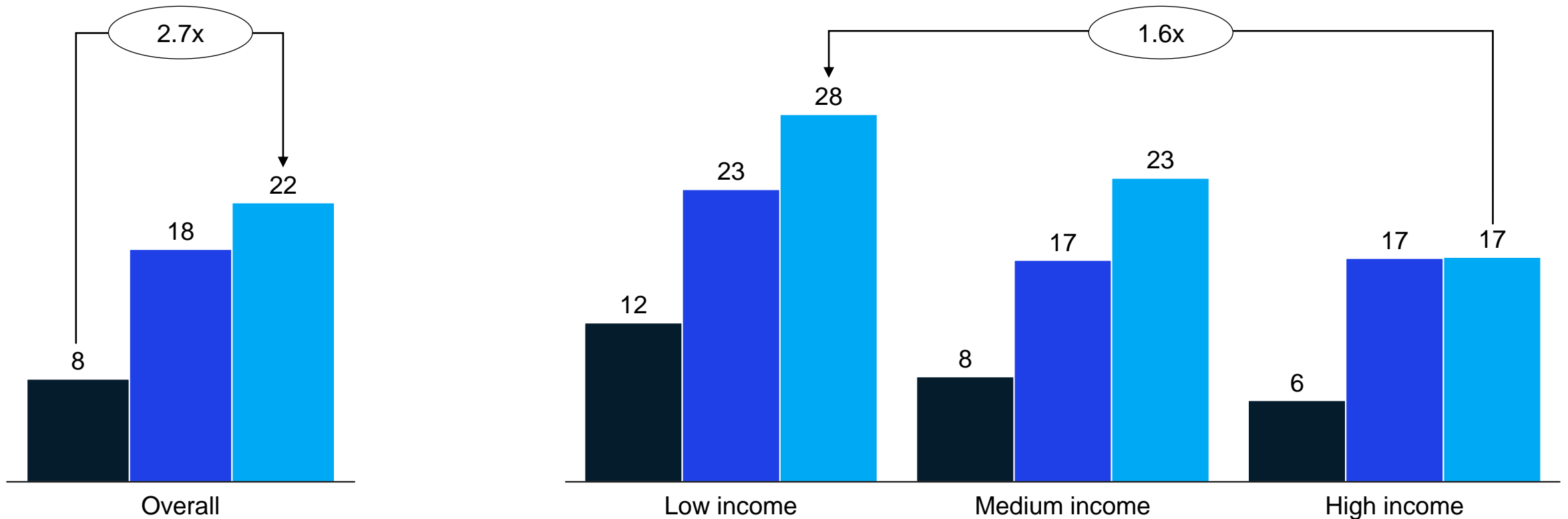
Attendance by income

% of parents with children in grades K-12 indicating their child could be chronically absent

■ Pre-pandemic (% of parents reporting their student used to miss 15+ days in a full year)
■ Spring 21 (% of parents reporting their student has missed 15+ days in 20-21 school year)
■ Fall 21 (% of parents reporting their student has missed 4+ days in 21-22 school year so far)

(#) Increase from pre-pandemic to Fall 21

	Overall	Less than $24,999	$25,000 to $49,999	$50,000 to $74,999	$75,000 to $99,999	$100,000 to $149,999	$150,000+
Increase	2.7x	2.3x	2.7x	3.1x	3.4x	2.9x	1.8x
Pre-pandemic	8	12	9	7	6	6	8
Spring 21	18	23	19	15	16	18	18
Fall 21	22	28	25	21	20	17	14

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Attendance by ethnicity

% of parents with children in grades K-12 indicating their child could be chronically absent

- ■ Pre-pandemic (% of parents reporting their student used to miss 15+ days in a full year)
- ■ Spring 21 (% of parents reporting their student has missed 15+ days in 20-21 school year)
- ■ Fall 21 (% of parents reporting their student has missed 4+ days in 21-22 school year so far)

(#) Increase from pre-pandemic to Fall 21

	Overall	American Indian or Alaska Native	Asian	Black	Hispanic	White	Other
Increase	2.7x	2.9x	1.6x	2.1x	2.7x	3.1x	1.8x
Pre-pandemic	8	10	10	10	8	7	11
Spring 21	18	19	15	19	18	18	20
Fall 21	22	28	15	20	22	22	25

Attendance by grade

% of parents with children in grades K-12 indicating their child could be chronically absent

■ Pre-pandemic (% of parents reporting their student used to miss 15+ days in a full year)

■ Spring 21 (% of parents reporting their student has missed 15+ days in 20-21 school year)

■ Fall 21 (% of parents reporting their student has missed 4+ days in 21-22 school year so far)

(#) Increase from pre-pandemic to Fall 21
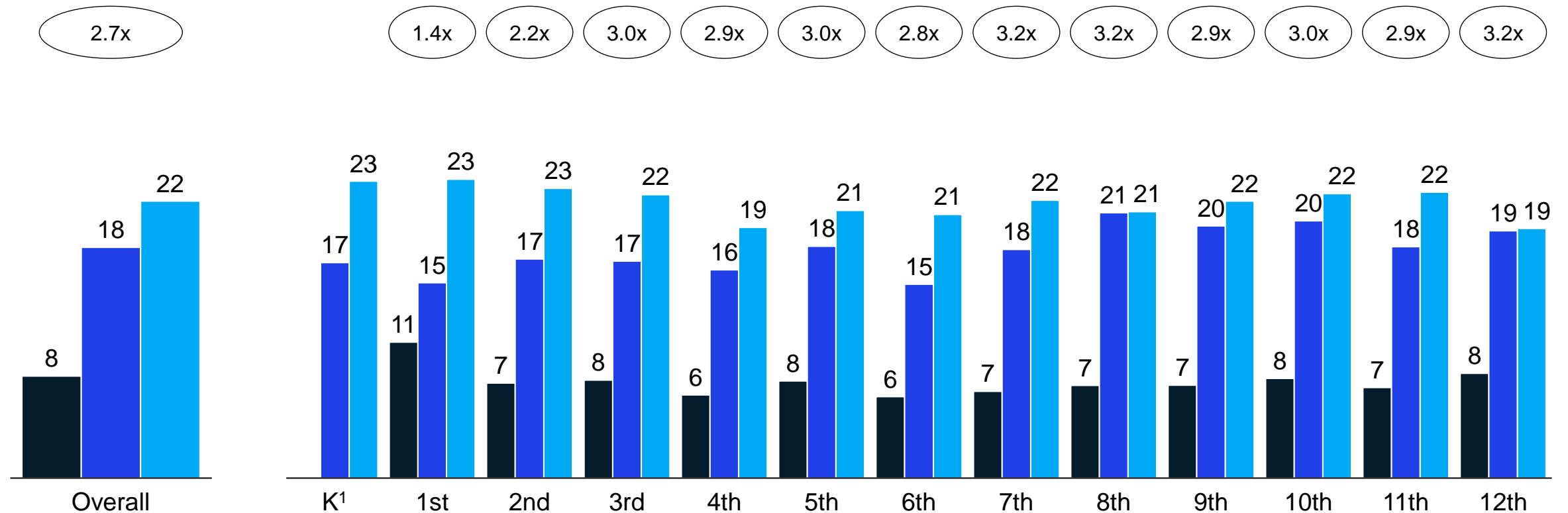
1. Pre-pandemic attendance for Kindergarten is omitted (increased responses of "My child did not attend school at all" may be attributable to lack of pre-K, not chronic absenteeism)

Fall 2021 attendance by State

% of parents with children in grades K-12 indicating their child could be chronically absent (4+ days missed to-date)

Legend:
- ≤18.0
- 18.0-21.0
- 21.0-23.0
- 23.0-27.0
- >27
- No data
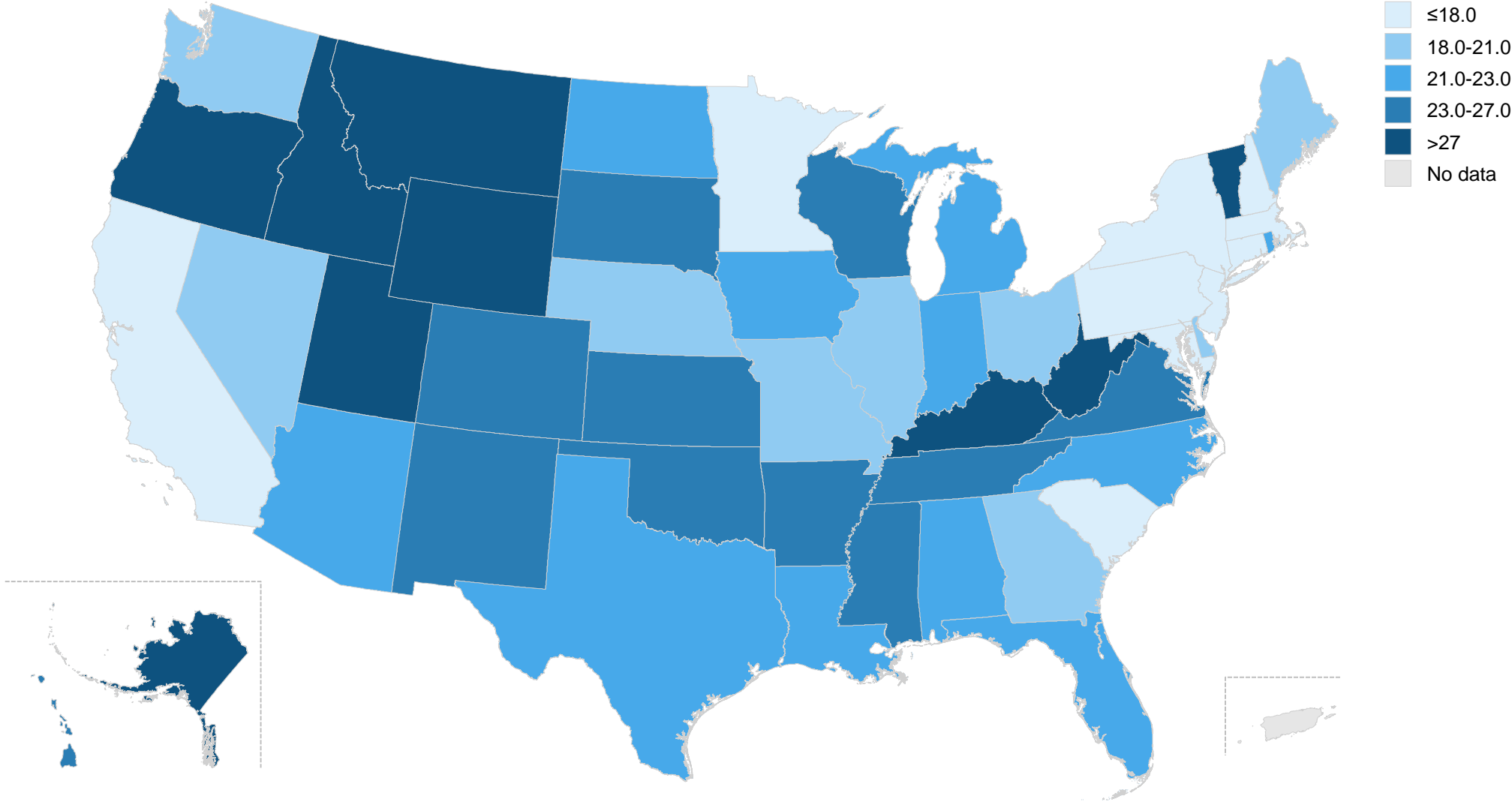
What efforts are underway to support student recovery?

About 30% of already committed ESSER III funding is going towards Academic Recovery programs

$37B

Total ESSER III committed — 67%

Total not yet committed — 33%

Total ESSER III grant funding (US-wide)

Category	%
Academic recovery	28%
Other learning interventions (incl. staffing)	23%
Facilities – public health measures	14%
Technology (incl. virtual learning infra.)	11%
Facilities & Transportation (non-COVID)	11%
All Other	7%
Mental Health (incl. staffing of MH professionals)	6%

Category	%
Spend allocated to "Academic Interventions and Learning Loss" but not broken into sub-categories[1]	34%
Summer Learning and Supplemental Afterschool Programs (combined on Georgia App and others)	17%
Summer Learning	13%
Continuity of Service During Long-term Closures	13%
Academic Recovery - Other[2]	7%
Tutoring	7%
Afterschool Programs/ Extended Day	5%
Math/ELA Coaching and Programming	5%

1. Jurisdictions have committed funds to the overall category "Academic Interventions and Learning Loss: Minimum 20%" but not detailed how that spend will be broken down further
2. Includes Academic Advising, Credit Recovery, Evidence-based Curriculum and Practices that Maximize Students' Social, Emoional and Academic Benefits, Extended School Year/ Weekend Learning, Interventionists, Reading, pre-k to 3rd grade, and Student Attendance/ Enrollment/Re-engaging Disconnected Youth

High income students are more likely to have received support to recover from the impact of the pandemic

Parents indicating participation[1] since the end of the 2020-21 school year

	Number of parents	Total of modalities, % of parents	Low income (<$25k) / High income (>=$75k)	Low- and high-income gap, percentage points
In person / Virtual / Both				

Tutoring, homework help, or test prep — 3,141 — 22 — Low income: 16, High income: 28 — 12pp.

Academic after-school — 2,785 — 19 — Low income: 11, High income: 26 — 15pp.

Mental health or counselling support — 2,581 — 18 — Low income: 15, High income: 21 — 6pp.

Academic summer school — 2,104 — 15 — Low income: 10, High income: 19 — 9pp.

Mentoring program — 1,980 — 14 — Low income: 9, High income: 19 — 10pp.

1. Multi-select: parents may choose more than one option (thus totals will not equal 100%)

Parents are consistently more interested in free in-person programs compared to their virtual counterparts

Parents with children in grades K-12

Legend: ▮ In person (light blue) ▮ Virtual (dark blue)

Interest in free programs,[1] % of parents

Gap between low- and high- income parents interested[2], percentage points

Program	In person	Virtual	Gap in person	Gap virtual
Tutoring, homework help, or test prep	29	24	1	1
Academic after-school	28	18	1	6
Mental health or counselling support	25	19	-3	2
Mentoring program	23	17	1	5
Academic summer school	17	14	4	6
Not interested	25		-13	
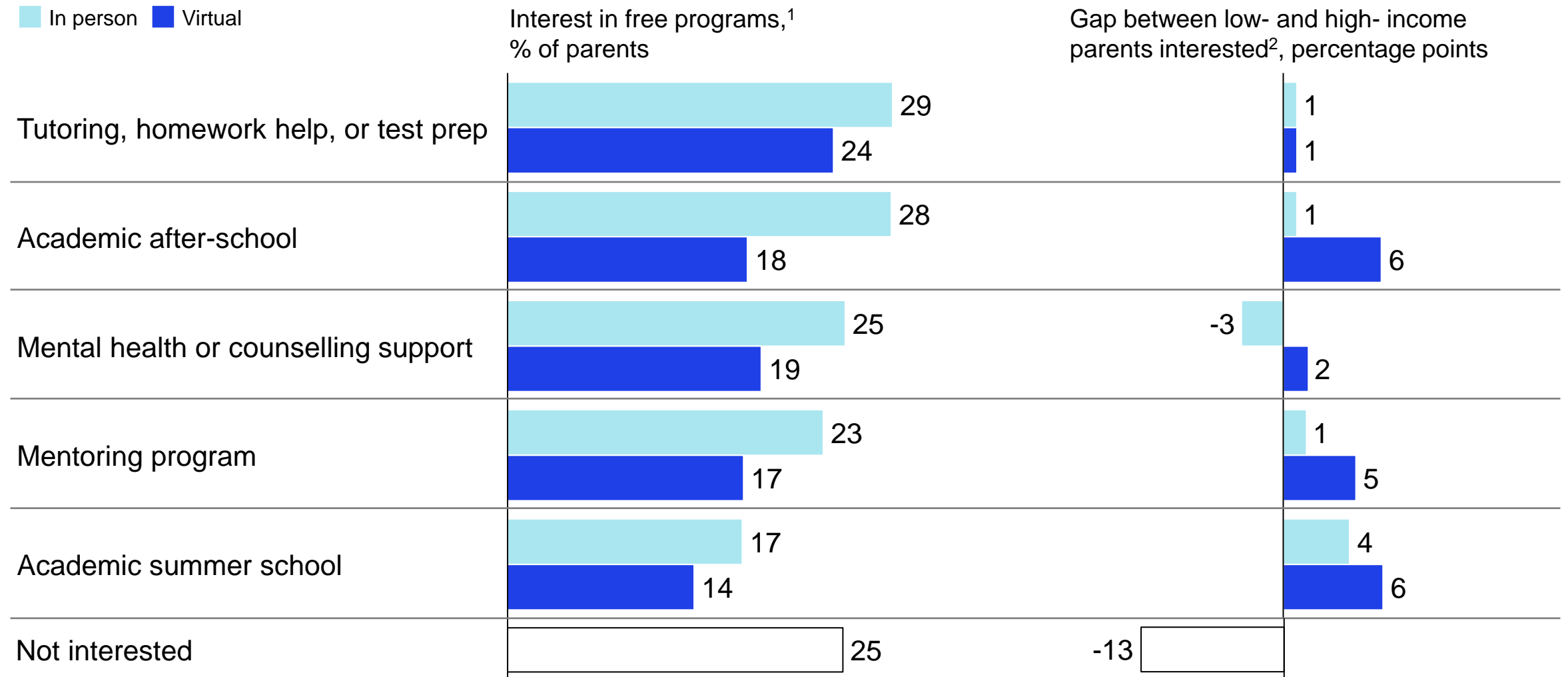
1. Multi-select: parents may choose more than one option (thus totals will not equal 100%);   2. Low income defined as <$25k and high income defined as >=$75k

Source: McKinsey Parent Survey November 2021 (n = 14,498)
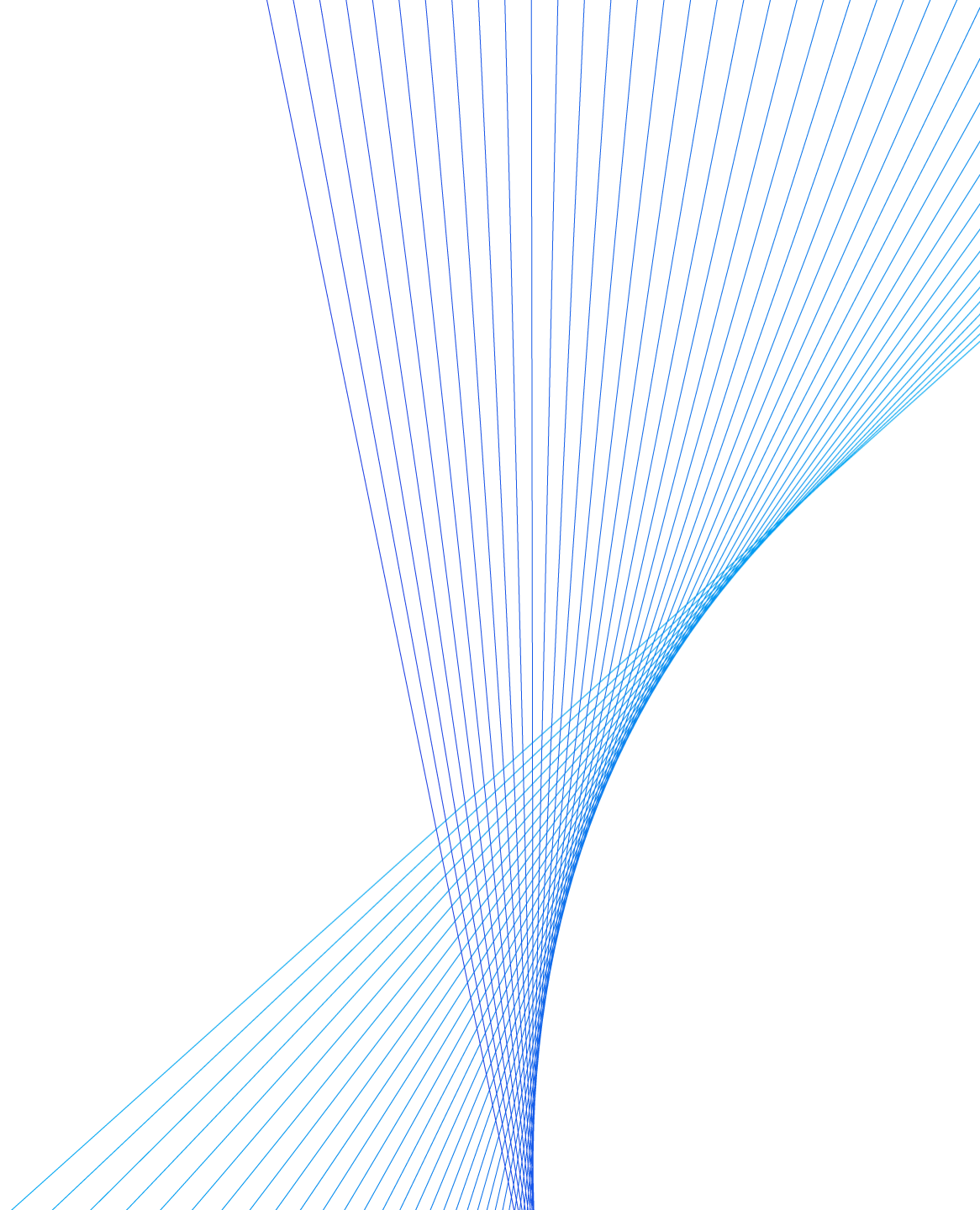
SUMMER Starts NOW! Seize the Days!

Summer is the time of greatest inequity for young people. When schools are closed, many low income young people lack access to meals, books and other learning resources, and physical activity.

NSLA's Mission and Vision

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

NSLA Overview and Vision

- The National Summer Learning Association is the only national nonprofit exclusively focused on closing the achievement gap through high-quality summer learning experiences for all young people.

- Our vision is that **all young people have access to high-quality summer learning experiences to help them succeed in college, career, and life**.

Summer: A Unique and Underleveraged Time

Time for Improvement

Provide *both* students and staff opportunities to catch and keep up, develop and practice new skills.

Time for Innovation

Empower staff and others to test and try out, measure new ideas, solutions, strategies before scaling

Time for Integration

Break down silos in education and partner leaders and organizations in rare, new and lasting ways

Time for Impact

Hands-on learning in summer programs is immediate, measurable and lasting. Make change on a personal, community and policy level. This is a solvable challenge.

Broad Distinctions Between
Summer School vs. Summer Learning

Summer School	Summer Learning
• Remedial Education	• Focuses on new and accelerated learning
• Academic, Drill and Skill	• Comprehensive, Project-based, hands-on
• School building and district-based	• Can take place in a variety of settings and locations
• Disengaging and Punitive	• Exciting, engaging and attractive program everyone wants to attend
• Mandatory for some students	• Voluntary and Open to all
• Adult-driven	• Strong emphasis on Student Voice, Choice, and Identity
• Feels like traditional school	• Unique Site Climate & Culture with Traditions/Rituals

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

Quality Construct:

Higher order engagement through choice, planning, and reflection.

Interaction through cooperative learning and leadership opportunities.

Supportive environment through welcoming, conflict resolution, active learning, encouragement, and skill-building.

Physical safety, emotional safety, and inclusive practices.

Youth decision-making in the organization.
Time and space for staff to grow professionally.

ENGAGEMENT

INTERACTION

SUPPORTIVE ENVIRONMENT

SAFE ENVIRONMENT

© 2011, Forum for Youth Investment

YOUTH VOICE IN GOVERNANCE
PROFESSIONAL LEARNING COMMUNITY

SUMMER LEARNING | **Program Quality Intervention** DAVID P. WEIKART CENTER FOR YOUTH PROGRAM QUALITY NATIONAL SUMMER LEARNING ASSOCIATION

nsla
national summer
learning association

DAVID P. WEIKART
CENTER FOR YOUTH
PROGRAM QUALITY

The SLPQA is designed to be:

- A standard method to objectively analyze the quality of the program from multiple perspectives.

- To collect information that can be prepared year over year.

- To help programs prioritize areas for continuous improvement.

- To improve capacity of a program's quality improvement efforts.

- Low-stakes assessment to highlight program strengths and identify opportunities for improvement

Weikart Center's Pyramid of Program Quality
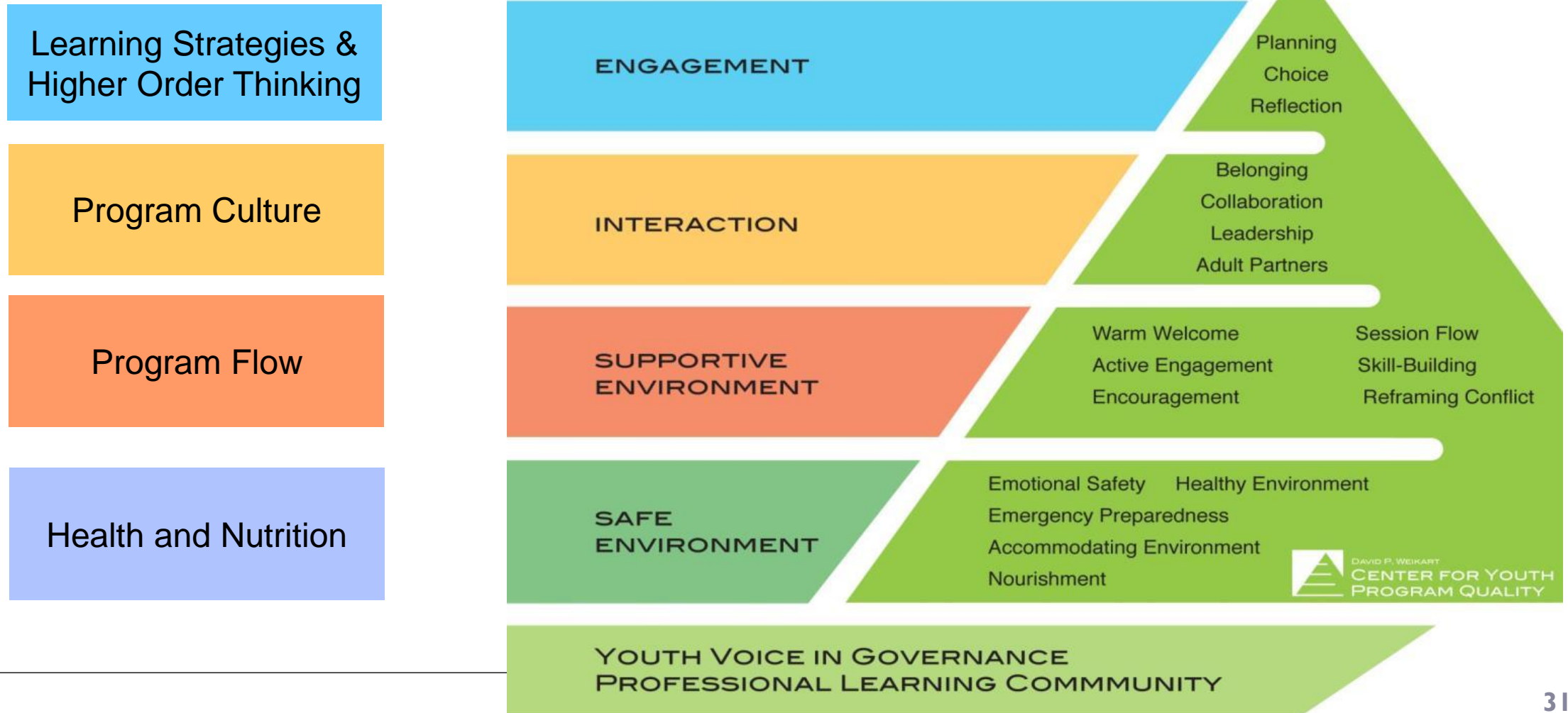
Comprehensive Attendance Data Collection and Reporting

May an SEA that uses chronic absenteeism as an SQSS indicator modify its definition of chronic absenteeism?
Yes, an SEA has the discretion to revise its definition and/or its methodology for calculating an indicator based on chronic absenteeism for one year through the COVID-19 State Plan Addendum. An SEA may want to revise its definition of attendance during the COVID-19 pandemic to differentiate between a student who is absent and receives no instruction versus a student who is quarantined but participating in instructional activities. For EDFacts purposes, if a student is quarantined and still participating in instruction for at least 50 percent of the school day, the student would not be counted as absent. An SEA may elect to modify its definition of attendance for an SQSS measure of chronic absenteeism so that the SQSS indicator best reflects the State's context.

What additional information might an SEA include on its State report card?
An SEA may include on its State report card any additional information it believes will best inform parents and families, students, and other members of the public about the progress of each elementary and secondary school. For example, as part of the waiver that SEAs received regarding the accountability, school identification, and related reporting requirements for the 2020-2021 school year, the SEA assured that it would make publicly available the following data elements, which could be included on State report cards:
  • Chronic absenteeism data, either as defined in the State's School Quality or Student Success indicator

https://oese.ed.gov/files/2021/12/DRAFT-Accountability-FAQ-12.15.pdf

Attendance Works
2022 Survey of State Attendance Policy, Practice and Data

Preliminary Results

California	Michigan
Colorado	Missouri
Connecticut	Nebraska
Delaware	New Jersey
District of Columbia	New Mexico
Hawaii	New York
Illinois	North Dakota
Indiana	Ohio
Iowa	Oregon
Kentucky	South Carolina
Maine	South Dakota
Maryland	Wyoming
Massachusetts	

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www.attendanceworks.org

Q5 What learning modes does your state currently require districts to offer?

Required   Allowed   Not Allowed

N=25
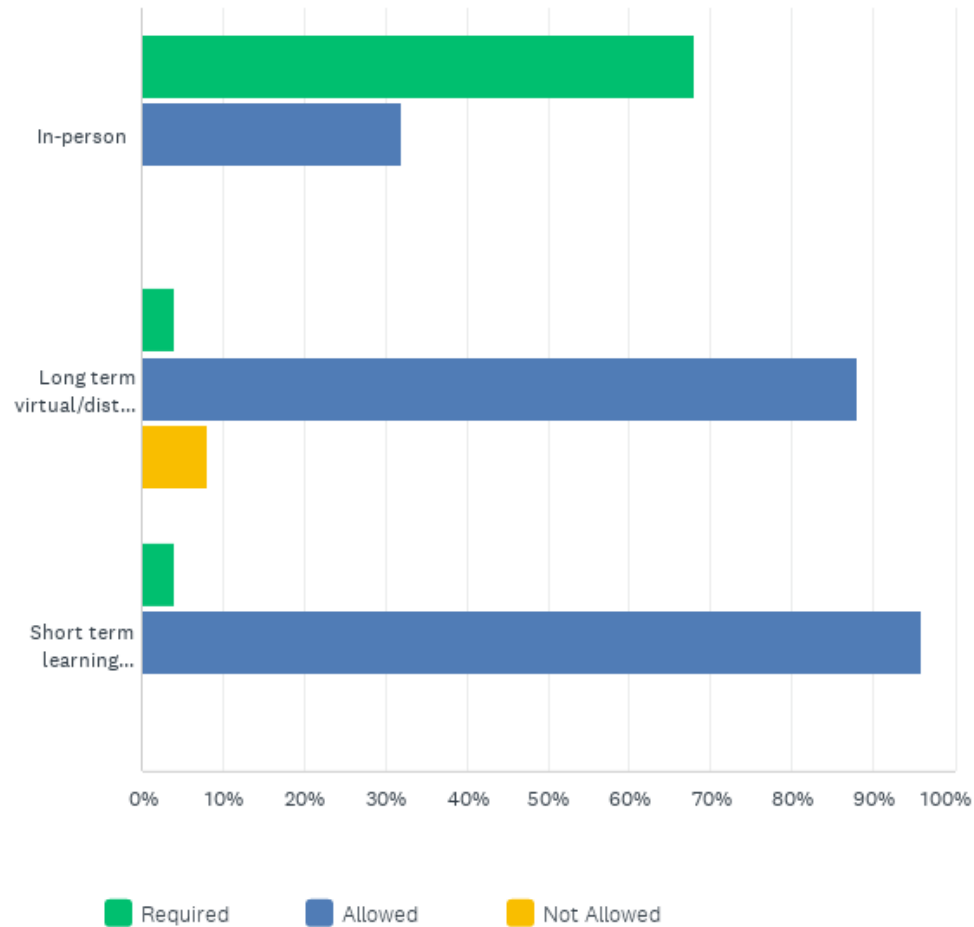
Q7 Does your state require taking daily attendance for in-person learning?

N=25
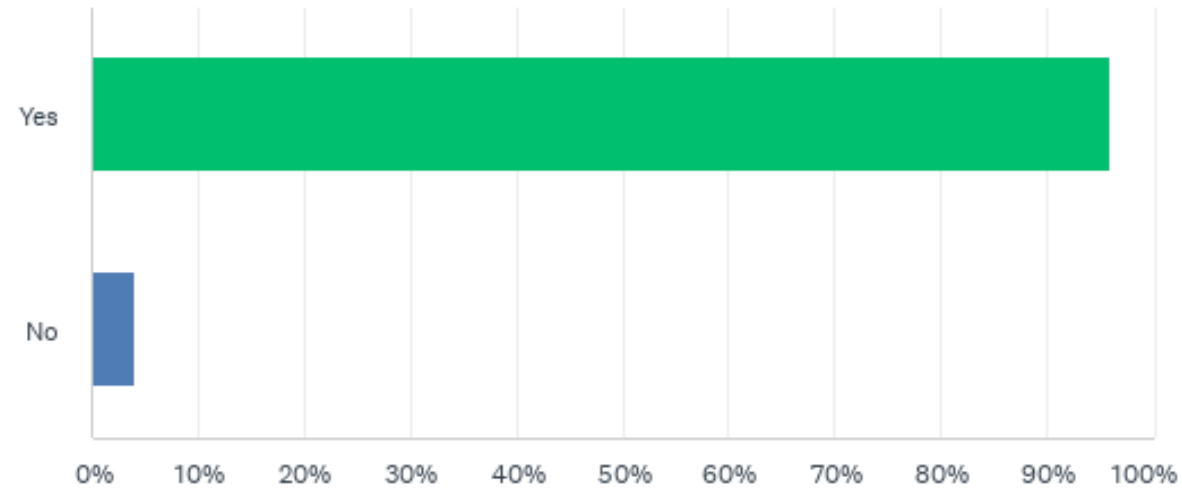
Q8 Does your state require taking daily attendance for long term virtual or distance learning?

N=25
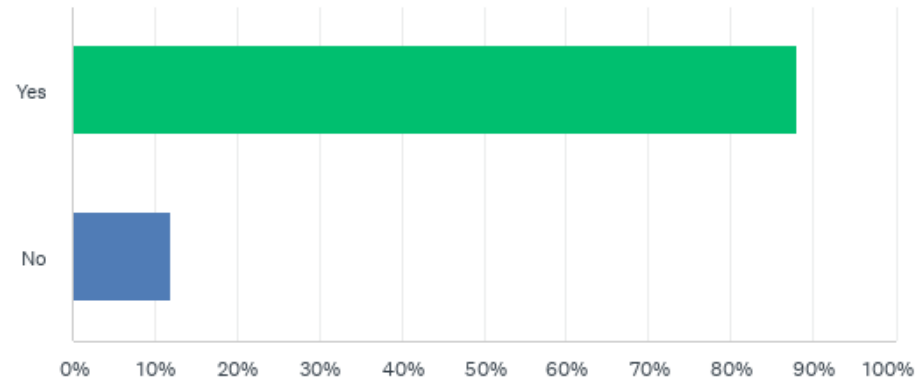
Q9 Does your state require taking daily attendance for short term virtual or distance learning during quarantine?
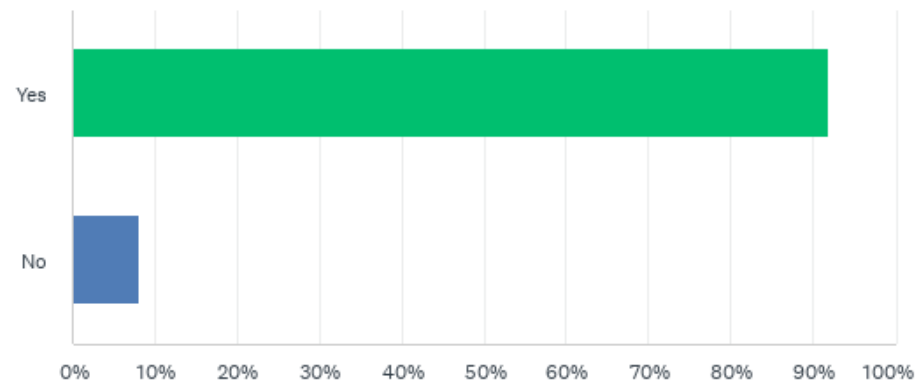
Q10 Does your state require districts to submit attendance coded by learning mode?

N=25
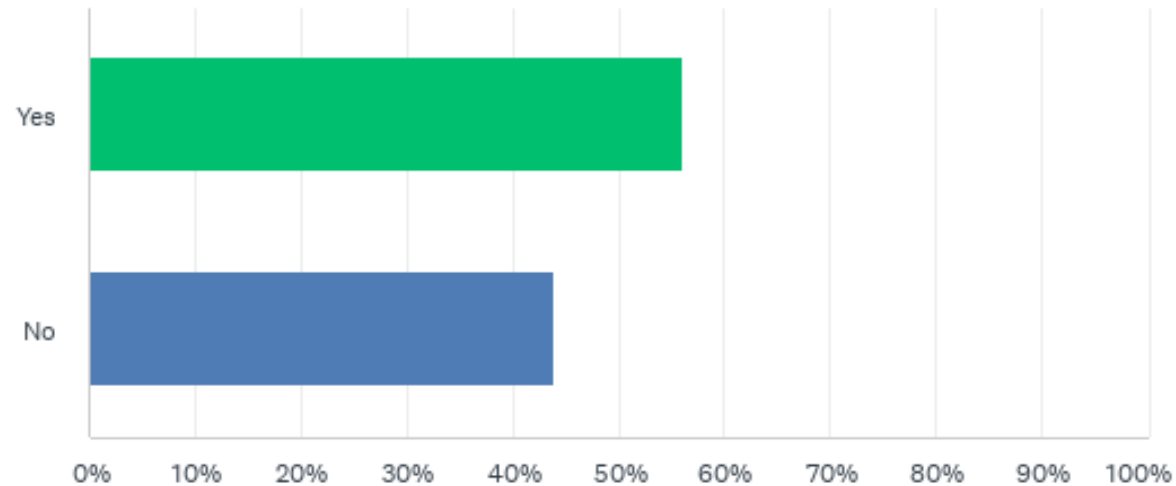
Q17 Is your state collecting data from districts about the number of absences due to Covid-19 quarantine or exposure?

N=25
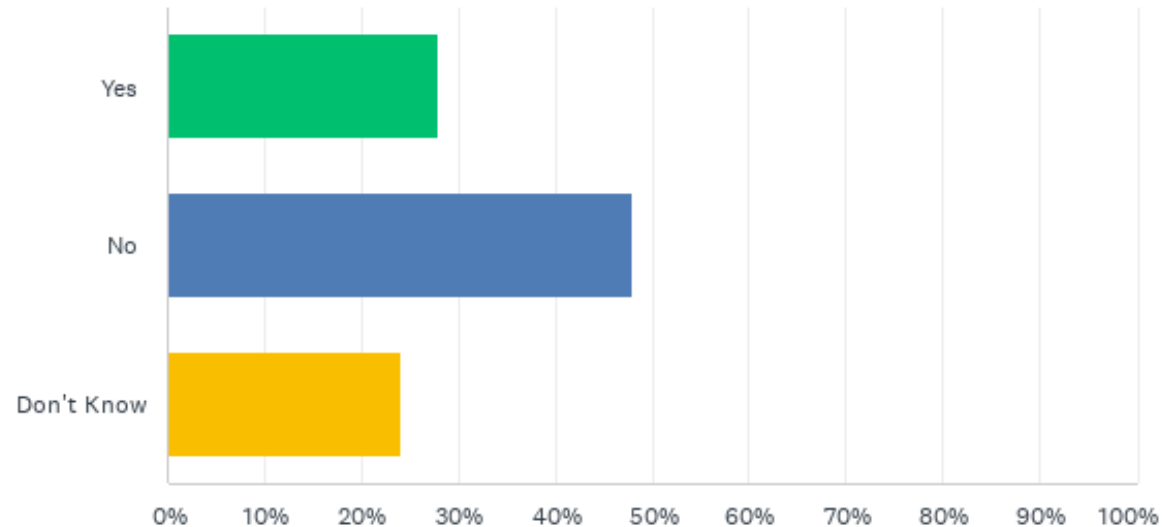
Q14 Has your state published chronic absence data on its website for the 2020-2021 school year?

N=25
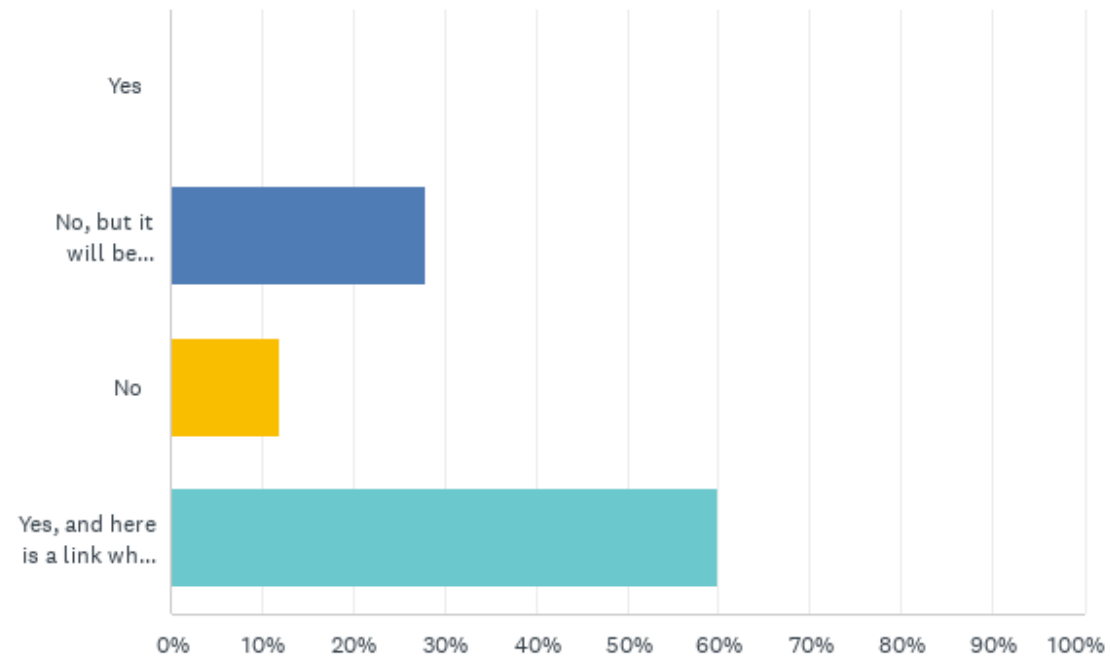
Q15 If chronic absence data has or will soon be published on your website, is it disaggregated? Please check all that apply:

N=23
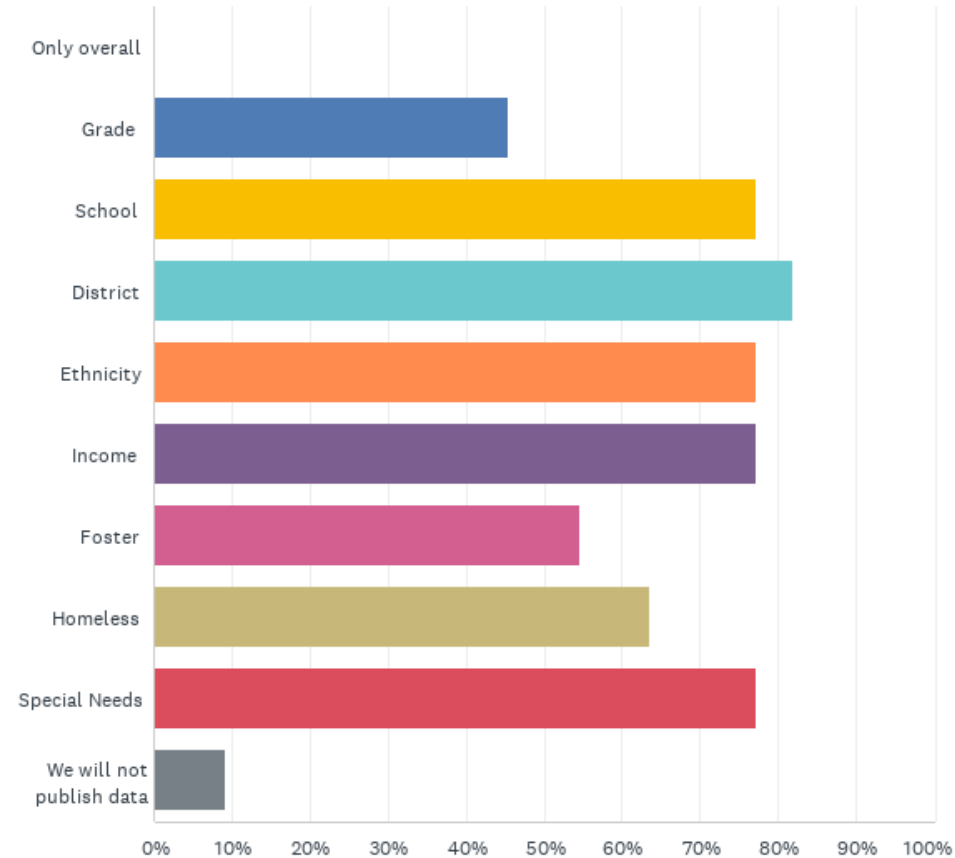
Variations of Attendance Definitions in Virtual Settings*

- Measuring attendance is left to local discretion

- Attendance is counted through course completion or participation requirements

- Students are marked "in attendance" if they attend at least a half day

- Students are marked "in attendance" if they complete at least 2 daily attendance checks

most respondents reported the same definition of attendance for long term and short term virtual settings

N=23

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Attendance Awareness Campaign:
Key Strategies

I. **A strategic messaging and awareness-building campaign** that includes the designation of September as Attendance Awareness Month as the launch of year-long attendance campaigns

II. **Community-level action and engagement,** especially in conjunction with Attendance Awareness Month; and

III. **National and local-level public events**, to occur all year with an emphasis on the month of September, that garner media attention and raise public awareness

AND THIS WILL BE OUR 10th ANNUAL CAMPAIGN!!

Attendance
Works ©

Key Resources

✓ **Download and share our key messages and free social media materials**

✓ **Promote the Attendance Awareness Campaign Webinars**

✓ **Proclaim September Attendance Awareness Month building off our sample proclamation**

✓ **Join our listserv**

PROMOTE THE CAMPAIGN

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

2022 Theme

Stay Connected, Keep Learning!

2022 AAC Webinars

Day of Week: All Wednesdays
Time: 12:00pm – 1:30pm PT / 3:00pm - 4:30 pm ET

- **Session 1 (April 6):** Prioritizing Connection, Relationships and Well-Being (Proposed Focus)

- **Session 2 (May 25):** Leveraging Summer Programming (Proposed Focus)

- **Session 3 (August 3):**   (TBD)

- **Session 4 (September 28)** (TBD)

Attendance Works ©

Collaborating Partner Role

The 90+ collaborating partner organizations, including state agencies, help expand participation to an even broader array of stakeholders.

Collaborating partners agree to:

1. Disseminate updates and materials
2. Generate excitement about attendance
3. Share success stories
4. Nurture media coverage

See the current partners here:
https://awareness.attendanceworks.org/partners-2/

Interested in becoming a Collaborating Partner?

Contact:
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Attendance Works

Attendance Works
Updated Resources

Winter Weather Messaging

Promoting Good Attendance All Winter Long

Resources to help parents and community members develop strategies to overcome weather-related barriers. Download:

- Parent flyer

- Sample letter to send home

- Sample robocall

- Ideas and tips for action for schools and community leaders

Find the toolkit: www.attendanceworks.org/resources/messaging/stay-the-course-a-winter-messaging-toolkit/

Additional Resources from Attendance Works

Handouts for Families
- ✓ Preschool
- ✓ Elementary
- ✓ Secondary Grades

https://www.attendanceworks.org/resources/handouts-for-families/

Work With Students and Families to Create a Success Plan

- ✓ Set attendance goals
- ✓ Make backup plans
- ✓ Track absences
- ✓ Recognize success!

http://www.attendanceworks.org/resources/student-attendance-success-plans/

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Professional Development E-Learning Series
from Attendance Works

- ✓ 3-part online training series for educators

- ✓ Can be adapted for state specific series

- ✓ Learn proven, evidence-based tiered strategies to engage students and promote attendance

- ✓ Interact with peers and the AW team

- ✓ School administrators are encouraged to attend with their teams

- ✓ Cost: $300 per person. Eligible for Title 1, Title 2A, and Covid relief funds.

Learn more and register here:

https://www.attendanceworks.org/technical-assistance/e-learning-series-for-educators/

To purchase an E-Learning series for your state contact:
Cecelia Leong, Vice President at Cecelia@attendanceworks.org

NASAPP Evaluation

Please tell us how we're doing!

_https://app.upmetrics.com/data_collector/cklwj8q71w9w707306xnps5vv_

Thank you!

www.attendanceworks.org

Summer Learning Appendix

SLPQA Supplemental Scales

- Math

- Literacy

- Greeting

- Transitions (AM and PM)

- Departure

NOTE: Score based on activity sessions (i.e., don't include snack time, informal recreation time, transitions).

ITEMS			SUPPORTING EVIDENCE/ANECDOTES
1.	**1** When youth make errors or need to make improvements,staff does not have youth attempt to figure out for themselves how to correct or improve.	**3** When youth make errors or need to make improvements, staff has youth attempt to figure out how to improve or correct, but does not guide or support the youth in responding (e.g., staff jumps in with correct answer before youth has time to respond; when youth doesn't know how to improve, staff does not rephrase question or give a hint).	**5** When youth make errors or need to make improvements, staff guides or supports youth in attempting to figure out for themselves how to correct the error, or how to improve (e.g., "So, what could you do differently?" "So what did you forget to do in that subtraction problem?" "Next time, what could you do to keep yourself focused?"). ☐
2.	**1** Staff does not discuss strategies/process.	**3** Staff has the youth identify a learning strategy once or twice, **OR** staff identifies strategies, but does not have youth identify a strategy (e.g., "I noticed that you used context clues to figure out the word." "Try breaking the word into syllables").	**5** Staff has youth identify learning strategy three or more times (preferably when youth is right *and* when youth is wrong). (Staff: "What strategy did you use to figure out that word? " Youth: "I figured it out from the rest of the sentence.") ☐
3.	**1** Staff only attributes success or failure to factors outside youth's control (e.g. innate ability, fate, luck, the mistakes of others. "Some people just aren't good at math." "It was the teacher's fault for giving such a hard test.").	**3** Staff attributes success or failure to factors both within and outside their control <u>or</u> makes no attributions about youth's control over success or failure.	**5** Staff attributes success to effort, strategy, attention, practice or persistence (e.g.,"Your brain is like a muscle, the more you exercise it, the better it works", "It may take some extra practice, but you'll get better at it." "I see your effort paid off." "You can do this!--just try a different strategy this time.") ☐

IV. ENGAGEMENT: PLANNING, CHOICE , REFLECTION I LEARNING STRATEGIES I **HIGHER ORDER THINKING**

MATH |Youth are supported in mathematical problem solving.

NOTE: Score based on activity sessions (i.e., don't include snack time, informal recreation time, transitions).

ITEMS   **SUPPORTING EVIDENCE/ANECDOTES**

1. **1** No youth participate in mathematical problem solving. | **3** Some youth participate in mathematical problem solving (e.g. "How many tables do we need to set up if each table seats four?"). | **5** All youth participate in mathematical problem solving (e.g., Youth explore given information and plan a solution; "I've got to figure out how much supplies to distribute so everyone has an equal amount." "I can determine the price based on the weight."). | ☐

2. **1** Youth are not given opportunities to solve mathematical problems. | **3** Youth are given an opportunity to solve mathematical problems or apply mathematical knowledge and skills in only one context or setting. | **5** Youth are given opportunities to solve mathematical problems or apply mathematical knowledge and skills in two or more contexts or settings (e.g., Youth are asked to measure the length of a string using a ruler during an experiment; Youth look for patterns in fabric during an art exploration; Youth use a formula to calculate their weight on another planet.) | ☐

3. **1** Youth do not develop or evaluate mathematical arguments. | **3** Once, youth develop or evaluate mathematical arguments using reasoning. | **5** More than once, youth develop or evaluate mathematical arguments using reasoning (e.g., "The reason I would go down Elm street rather than Monroe is because it is a straight line, and therefore a shorter distance." "I realized I must have an error with the decimal point because the amount seemed too small at the end."). | ☐

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