



# **Collective Action:** Developing a Cross-Sector Approach to Reduce Chronic Absence



Attendance Awareness Webinar

August 16, 2016

www.attendanceworks.org



#### Welcome



# Samantha Wigand

Director, Childhood Success Global Impact, Strategy and Innovation

**United Way Worldwide** 





## 2016 Convening Partners













- More than 400 communities in 45 states pinned on the Attendance Action Map
- 182,300 website page views in September
- 4,400 listserv subscribers
- 1,351 media hits
- 8,800 tweets using #schooleveryday creating 15.7 million impressions
- 212 superintendents signed Call to Action appearing in EdWeek



# 2016 Campaign Goals

- Expand the public's awareness of the importance of attendance particularly for our most vulnerable children with special attention to addressing barriers related physical and behavioral health;
- Use data to drive and take action; and
- Activate a wide array of stakeholders -- educators and likely and unlikely public agencies and community allies



## What's New in 2016

- Greater emphasis on strategic messaging throughout the year with September as a launch activity.
- Leveraging Every Student, Every Day Initiative (including national success mentor initiative, June Summit, OCR data release)
- New momentum created by inclusion of chronic absence in ESSA
- Even greater emphasis on the chronic absence as a barrier to equal opportunity to learn, especially for our most vulnerable students.



## Attendance Works



**Cecelia Leong** Associate Director for Programs *Attendance Works* 



# **Hedy Chang**

Executive Director Attendance Works

& Members of the Attendance Works Team



- Review of Key Concepts
- Cross-Sector Partnerships:
  - Susan Dawson
    - E3 Alliance
  - Dr. Kevin Riley & Treva Haugaard Greater Omaha Attendance and Learning Services
  - Ellie Rossiter & Uzuri Pease-Greene Hope SF
- Questions & Answers
- Announcements & Resources



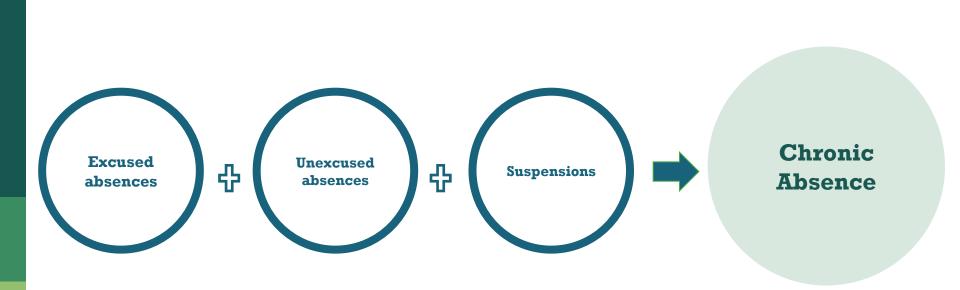
# **Poll Question**

# What sector does your organization represent?



#### What is Chronic Absence?

Chronic absence is missing so much school for any reason that a student is academically at risk. Attendance Works recommends defining it as **missing 10% 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).



# Multiple Measures of Attendance

Average Daily Attendance	How many students show up to school every day? The percent of enrolled students who attend school each day. It is used in some states for allocating funding.
Truancy	Who is missing school without permission? Typically refers only to unexcused absences. Each state has the authority to define truancy and when it triggers legal intervention.
Chronic Absence	Who is missing so much school they are academically at risk? Broadly means missing too much school for any reason excused, unexcused, etc. Researchers commonly define it as missing 10% of school. OCR currently defines it as missing 15 days. Chronic absence is a required reporting metric in ESSA.



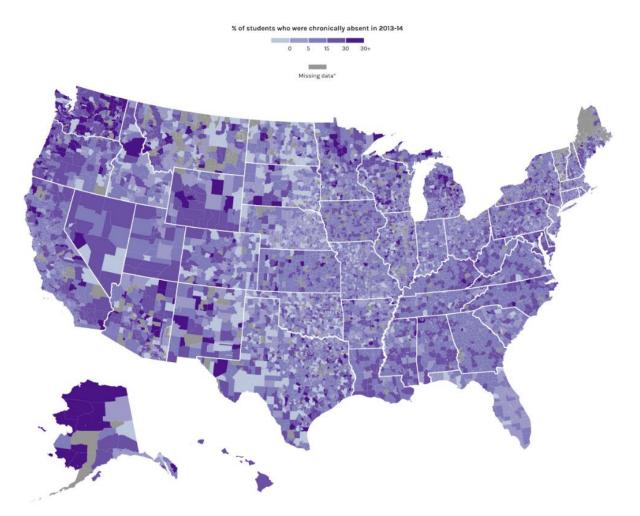
Chronic Absence a Huge National Problem

# **OVER 6 MILLION**

students missed 15 or more days of school in 2013-14.

That's 13 percent of the student population—or 1 in 8 students.

Source: U.S. Department of Education Civil Rights Data Collection



http://www2.ed.gov/datastory/chronicabsenteeism.html

# Why Does Attendance Matter for Achievement?

What we know from research around the country



0 0

Chronic Early Absence Connected to Poor Long-Term Academic Outcomes

Chronic absence in kindergarten Lower levels of literacy in first grade Lower achievement as far out as fifth grade

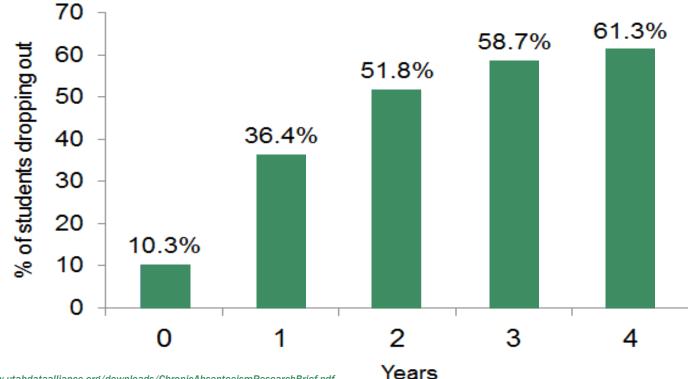
A Rhode Island Data Hub analysis found that compared to kindergartners who attend regularly, those chronically absent:

- Scored 20% lower in reading and math in later grades and gap grows
- 2X as likely to be retained in grade.
- 2X likely to be suspended by the end of 7<sup>th</sup> grade.
- Likely to continue being chronically absent



The Effects of Chronic Absence on Dropout Rates Are Cumulative

Proportion of Students Dropping Out by Number of Years the Student was Chronically Absent from 8<sup>th</sup>-12<sup>th</sup> Grades



# How Can We Address Chronic Absence?



 $\bigcirc$ 

## Unpack contributing factors to chronic absence

#### Myths

- Absences are only a problem if they are unexcused
- Sporadic versus consecutive absences aren't a problem
- Attendance only matters in the older grades

#### **Barriers**

- Lack of access to health or dental care
- Poor Transportation
- Trauma
- No safe path to school
- Homelessness

#### **Aversion**

- Child struggling academically or socially
- Bullying
- Ineffective school
  discipline
- Parents had negative school experience
- Undiagnosed disability

#### Disengagement

- Lack of engaging and relevant instruction
- No meaningful relationships with adults in school
- Vulnerable to being with peers out of school vs. in school
- Poor school climate

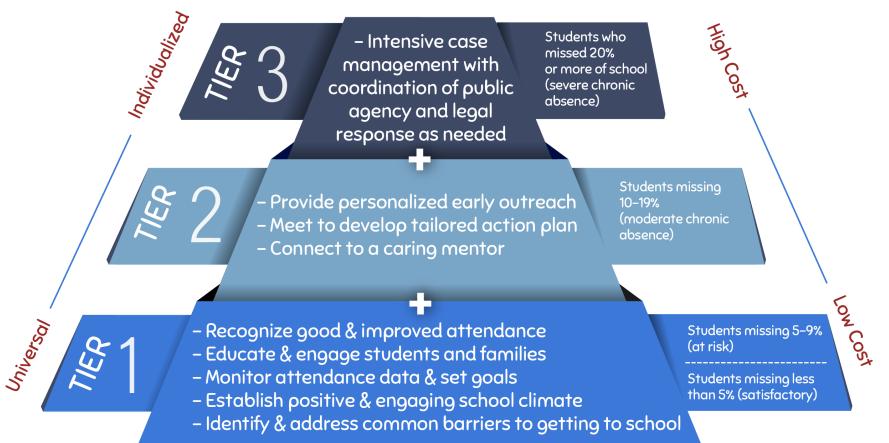


# **Poll Question**

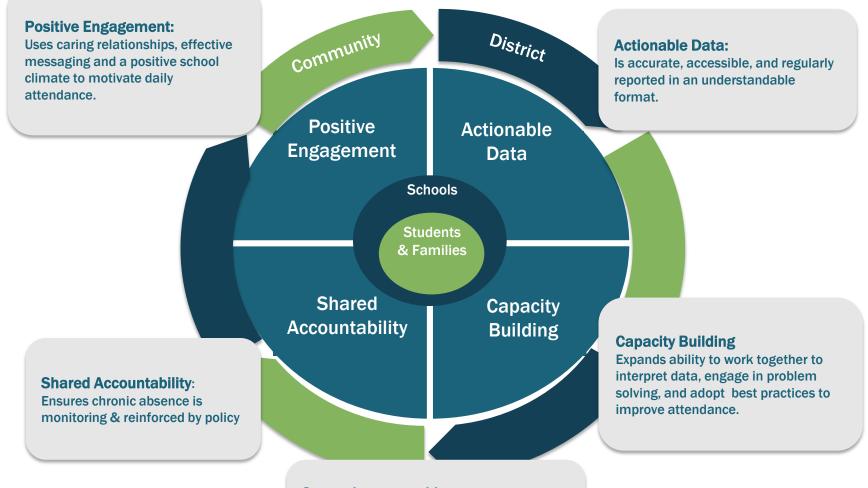
# What is the #1 reason why students are absent in your community?



Invest in Prevention and Early Intervention



#### Take a Data Driven Systemic Approach



#### Strategic partnerships

between district and community partners address specific attendance barriers and mobilize support for all ingredients



Tailor Response to Scale and Intensity of the Challenge

- At the District Level: is there a need for a community-wide response or targeted efforts in a sub-set of schools?
- At the School Level: how many students are chronically absent?
- If it's 30 or less, a student support team can lead the effort.
- If it's closer to 50 or more, teachers will need to play a critical role.
- If it's over 100, community partners will likely be needed to provide additional person power

Source: Everyone Graduates Center

# **E3 Alliance** (Central Texas/Austin)







# Susan Dawson

President & Executive Director E3 Alliance

Contact information:

sdawson@e3alliance.org



# E3 Alliance is a Catalyst for Educational Change in Central Texas



E3 Alliance uses objective data and focused community collaboration to align our education systems so all students succeed and lead Central Texas to economic prosperity

- Dedicated to systems change in education
- Aligning efforts Cradle to Career
- Serves as the Central Texas regional P-16
  Council
- Nationally recognized as a highly effective model of Collective Impact



# **Missing School Matters**





# **Missing School Matters Background**

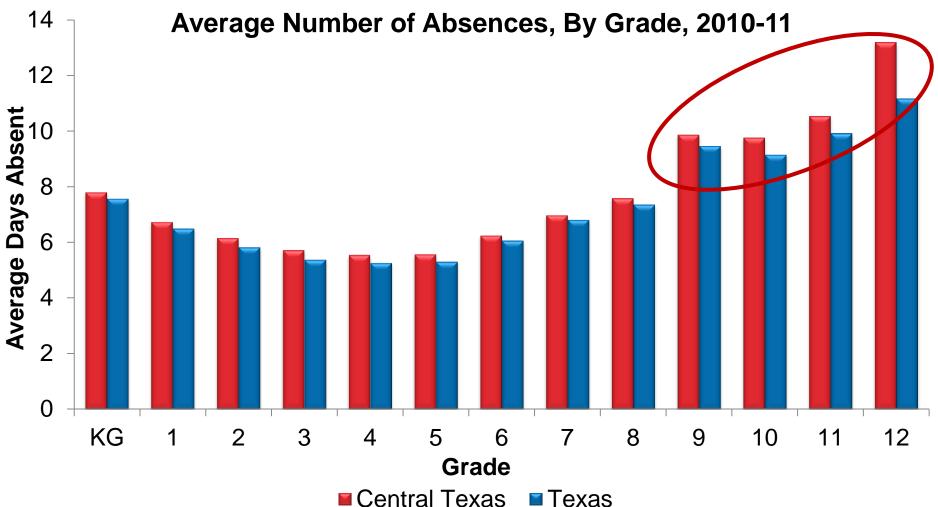
- Spring 2011 Legislative Session: What can we do to stem the bleeding?
- Superintendents: community can help increase attendance:
  - 1. "Triple Bottom Line" benefit
    - Students can't learn if not in school
    - Teachers can't teach
    - Schools funded based on average daily attendance
  - 2. Unlike teacher quality, communities can directly and positively impact
- E3 Alliance using powerful data to spearhead regional attendance campaign



# Making the Case to Business and Community: Data Collection and Analysis



# Central Texas Has More Absences Than Texas on Average at Every Grade



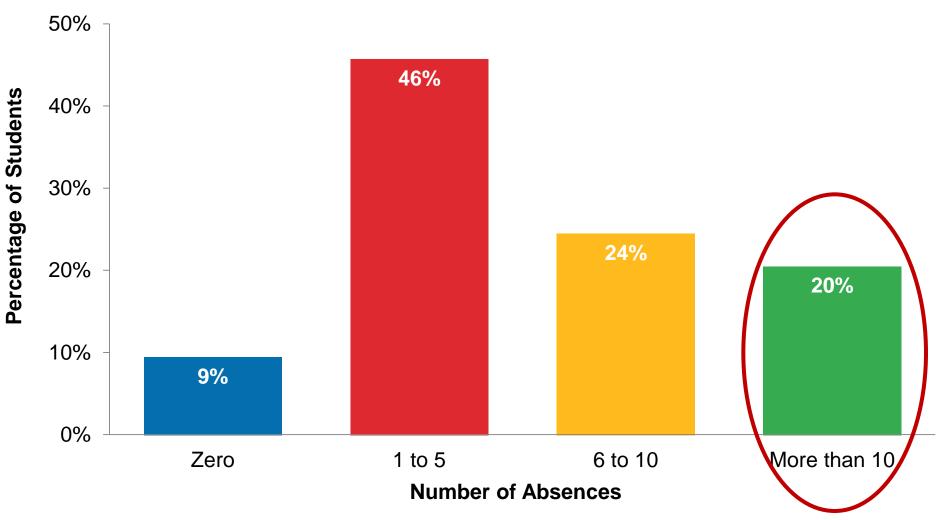
Source: E<sup>3</sup> Alliance analysis of PEIMS data at the UT Austin Education Research Center



# **One Fifth of All Students Miss More Than 2 Weeks of School**

Percent of K-12 Students by Number of Absences,

Central Texas, 2012-13



Source: E<sup>3</sup> Alliance analysis of PEIMS data at the UT Austin Education Research Center



# Chronically absent 9th grade students are 10 times

# more likely to not graduate on time compared to students who miss five or fewer days.



# **Strategy: Branding & Public Awareness**



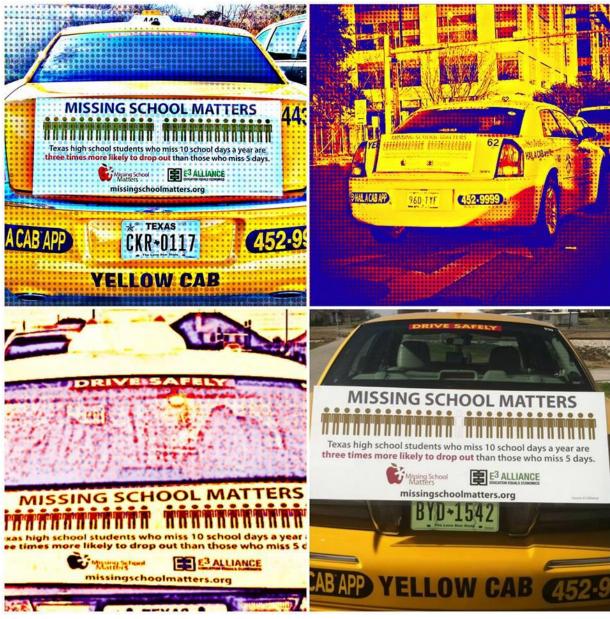


A regional public awareness campaign Our goal: increase student attendance by 2 percentage points (average 3 days/student)

MORE \$34 STUDENTS ACHIEVE MILLION



# Yellow Cab helping to Curb Absences in CTX





# Holiday Flyer, pushed to parents

# In this Season of Giving...



#### Give students the chance to learn Only miss school on scheduled school holidays.

**Give teachers the chance to teach** Teachers can't teach effectively when they are "catching up" students who miss extra days.

#### Give school districts needed dollars

Every day missed costs schools money that could support more teachers, sports programs and electives.





### Plan family vacations <u>only</u> during school holidays.

- Students in Central Texas miss MORE days of school than their peers in Texas in ALL grades.
- The problem is worse in high school!

 Over half of the absences in Central Texas are potentially preventable (including routine medical, dental check-ups, traveling or just skipping school).

#### Central Texas school districts save millions of dollars when students are in school.

Each day a student misses costs the school about \$38.

 Absences add up quickly: a typical high school in Central Texas can lose \$20,000 a week due to student absences.

 Our schools are losing over \$91 million a year due to student absences.

#### Wrap up the year right!

 Let's give our students the gift of education and keep them in class during school days in November and December!

 Over the past two years Central Texas has saved \$12 million in revenue for schools by reducing absences. Let's do our part to continue this positive trend this season of giving!

# En esta época de bondad...



Dé a los maestros la oportunidad de enseñar Los maestros no pueden enseñar debidamente cuando tienen que poner al corriente a los estudiantes que faltaron en días regulares.

D

#### **Dé a los distritos escolares los dólares que tanto necesitan** Cada día de ausencia, la escuela pierde dinero que podría usar para proporcionar más maestros, programas deportivos y clases optativas.





#### Planee las vacaciones familiares <u>solamente</u> durante los días festivos escolares.

 Los estudiantes en el Centro de Texas faltan a clases MÁS días que sus compañeros en el resto del estado en TODOS los grados.

• El problema es peor en la preparatoria.

 Más de la mitad de las faltas en el Centro de Texas se pueden evitar, incluyendo las faltas debido a exámenes de rutina médicos y dentales, viajes, o simplemente las faltas sin justificación.

#### Los distritos escolares del Centro de Texas ahorran millones de dólares cuando los estudiantes asisten a clases.

- · Cada día que su hijo falta, le cuesta a la escuela \$38.
- Las ausencias se acumulan rápidamente. Una preparatoria típica del Centro de Texas puede perder \$20,000 a la semana debido a las faltas de los estudiantes.
- •Nuestras escuelas están perdiendo más de \$91 millones al año debido a las faltas de los estudiantes.

#### ¡Termine bien el año!

 Démosles el regalo de la educación a nuestros estudiantes procurando que asistan a clases durante los días escolares en noviembre y diciembre.

 En los últimos dos años, el Centro de Texas ha ahorrado \$12 millones en ingresos para las escuelas al reducir las ausencias. Hagamos nuestra parte para que continuemos la tendencia positiva esta época de bondad.

www.missingschoolmatters.org

www.missingschoolmatters.org



# **Capital Metro Signs**

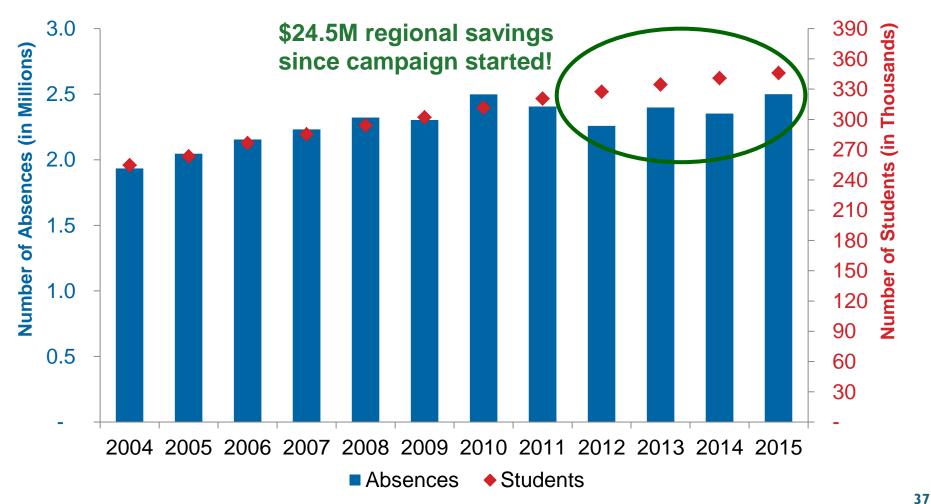








**Student and Absence Counts, Central Texas** 



Source: E3 analysis of PEIMS data at UT Austin Education Research Center for 2002-2013; TEA ad hoc request for 2014



### Absence Reasons Study: Driving Healthcare Partnerships



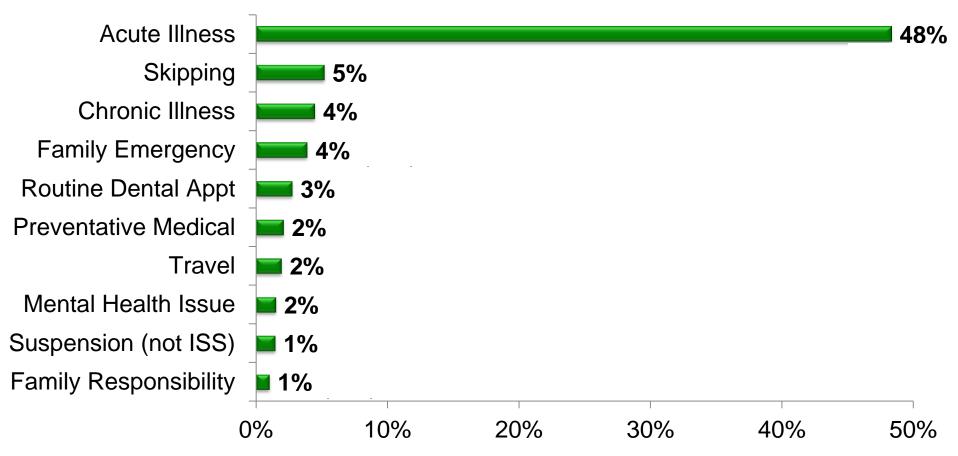
### **Absence Reasons Study**

- > Which students miss school, where and why?
- ✓ First of its kind study in Texas (maybe US?)
- Data to drive regional decision-making
  How community systems interact with student attendance and achievement
- Collected, analyzed and mapped detailed student attendance data representative sample schools



### What Did We Find?

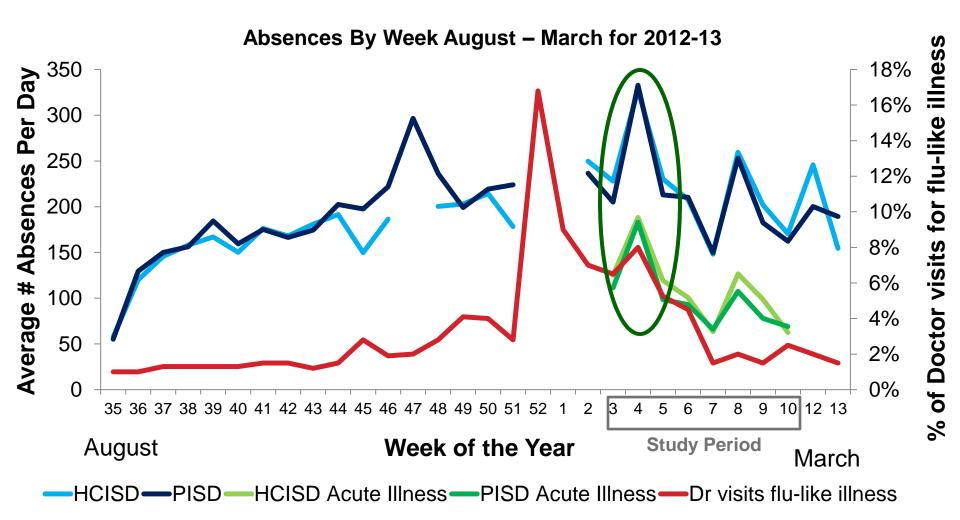
#### % of Absences by Absence Reason



40



#### **Secondary 'Flu' Peak Matches Acute Illness Absences**



Source: E3 Alliance analysis of Absence data from 9 schools in PISD & HCISD August 2012 through March 2013 Influenza-Like Illness doctor visit data from Austin/Travis County Health and Human Services

© 2016 E3 Alliance



### Flu Immunization Campaign

- Fall 2014: Over 6500 vaccines provided at no cost to districts or families in 56 elementary schools – largest in-school immunization campaign in state history!
- Fall 2015: Almost 20,000 vaccines in 136 schools, 9 districts
- Gearing up for 2016: 14 districts, 350+ schools
  - Expanding to Houston area
  - Planning 75,000 vaccines!
  - Moving to fully sustainable model



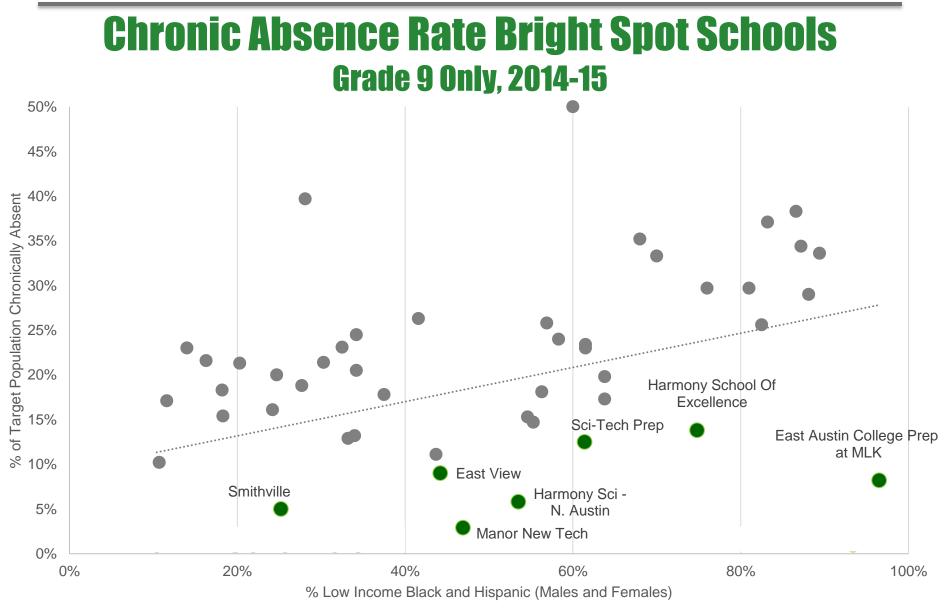
### Focus Area: Chronic Absence



### **Chronic Absence Focus**

- Launched School Success Mentors in 3 Austin Secondary schools to "laser focus" on near chronically absent students
- Joined national STRIVE Innovation & Improvement network
- Focus of regional My Brother's Keeper committee





\*Excluding all Juvenile Justice-focused schools and schools with <10% target population

45



#### Questions from the Audience



### **GOALS** (Greater Omaha)







#### **Dr. Kevin Riley**

Superintendent

Gretna Public Schools

Email: <u>Riley@gretnadragons.org</u>



#### Treva Haugaard

**Executive Director** 

**GOALS** Center

Email: <u>Treva.Haugaard@goals-</u> <u>center.org</u>

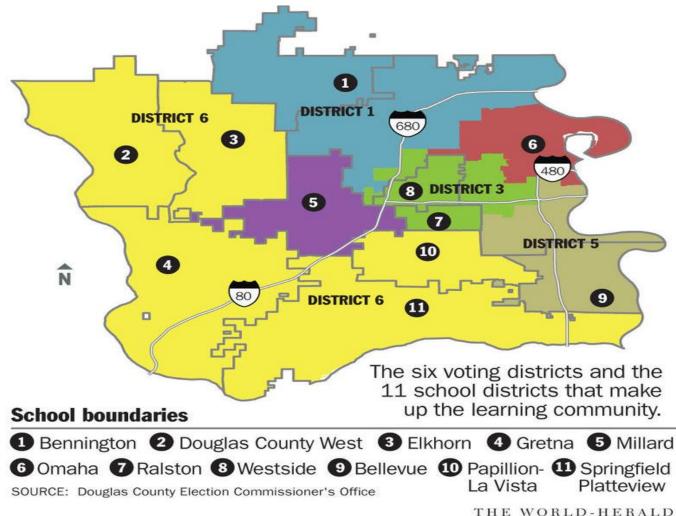
# BUILDING COMMUNITY AND SCHOOL COLLABORATIONS TO IMPROVE ATTENDANCE



### **GOALS** Center Mission

"To address absenteeism and at-risk behavior through encouragement of coordinated efforts to improve student attendance and learning."

### Eleven Districts in Two Counties



Student membership: 116,897 Number chronically absent: 9,903

## Purpose of GOALS Center

Early Identification of Students and Families in Need

Identification and Elimination of System Issues

> Prompt Delivery of Cooperative, Multiagency Resources

### **GOALS** Center History

In 2009 the GOALS Center established as part of the Superintendent's Plan to reduce excessive absenteeism

LB 800

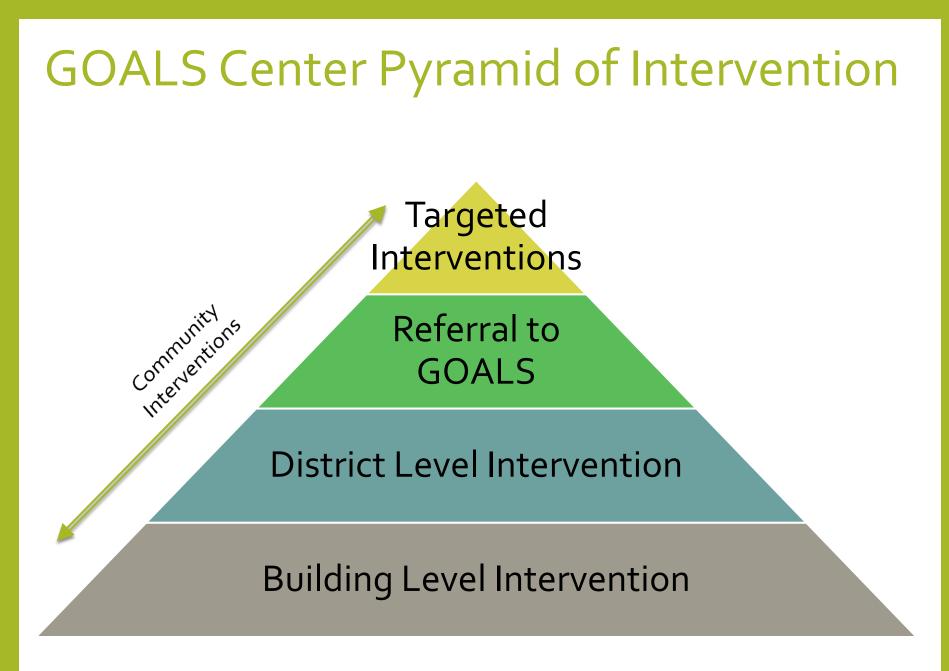
Interlocal Agreements with all Public School Districts in Douglas and Sarpy Counties, with each committing personnel/in-kind resources

Memorandum of Understanding with community partners NE-DHHS, Probation, County Attorney, Law Enforcement

2011 GOALS served first students, now rounding out 5<sup>th</sup> year of services

Established as a 501(c)3 in 2013 Subsequent years have seen law changes : 2011 (LB 463) 2012 (LB 933) and 2014 (LB 464 – AM 1264)

53



# **GOALS Center Service Model**

#### Referral

 Referrals from school district, caregiver, or another community stakeholder with concerns about school attendance

#### Assessment

- Family Advocates will complete a full assessment which will funnel in to the Service Plan
- Ohio Scales and/or SRA utilized

#### Service Plan

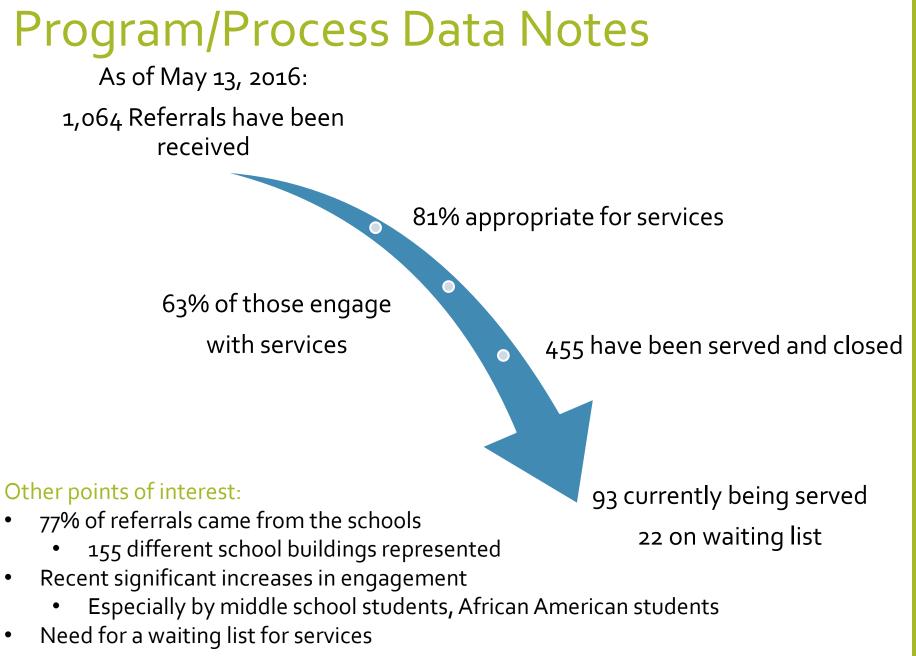
- Family Advocates, with the student, family, and school personnel, develop a service plan outlining goals for the student to be successful in school
- Plan is reviewed and revised as necessary

#### Service and Closure

- Ongoing meetings with family, student, school personnel
- Successful case closure occurs with improved, consistent school attendance and completion of the service plan

### Working with Community Providers





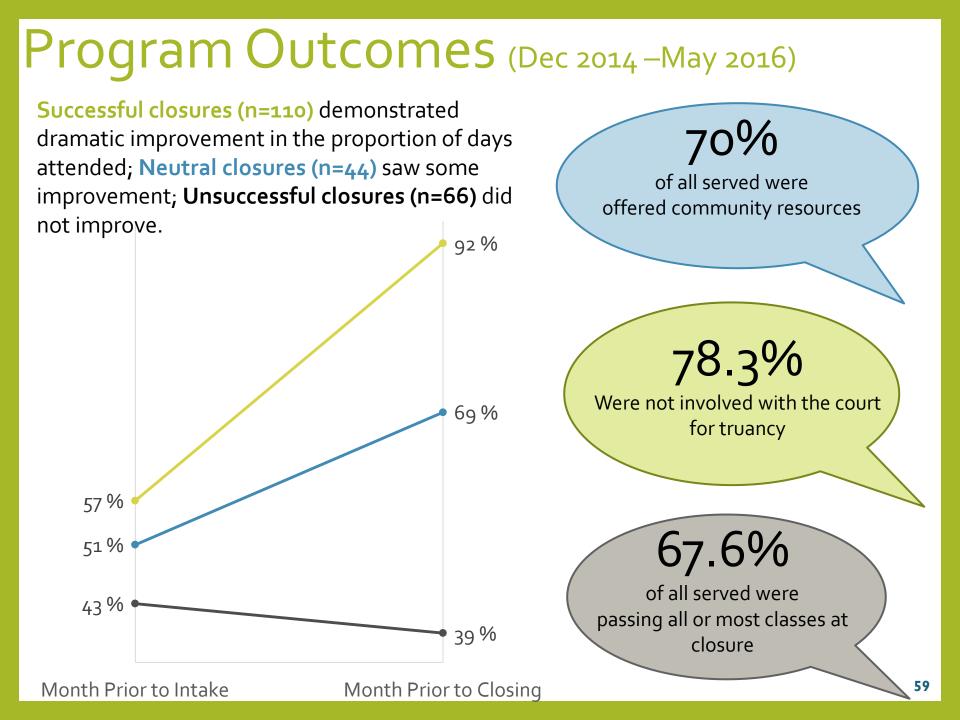
### **GOALS** Center Key Outcomes

#### Prevention of Involvement with Juvenile Justice

#### Other outcomes measured:

- Academic performance at referral and closure
- Involvement with community resources at closure
- Consumer satisfaction
- Ohio Scales

Increase in Attendance for Students Served



### Anecdotal Impact...

"Knowing there was someone on my side and who had my back was reassuring. He gave us great suggestions and was able to guide us to better school years."





"This lady right here was a huge part in the success and him graduating...she was a tremendous help to him and to myself! Thank you so much for all you did for my son and family!"



#### Questions from the Audience



# Hope SF







#### **Ellie Rossiter**

Director

Partnership for Hope SF

San Francisco Foundation



#### **Uzuri Pease-Greene**

**Community Builder** 

Bridge Housing

### HOPE SF: A Trauma-Informed Approach to Improving School Attendance in Public Housing

#### **HOPE SF Public Housing Transformation**

Disrupting intergenerational poverty, reducing social isolation, and creating racially equitable mixed income communities without mass displacement.

Improve Outcomes for Existing Residents

Systems Change

> Create Thriving, Mixed-income Neighborhoods

Build Housing w/out Mass Displacement

**Developers** 

Government

Community

Philanthropy

### How Data Influenced Our Actions

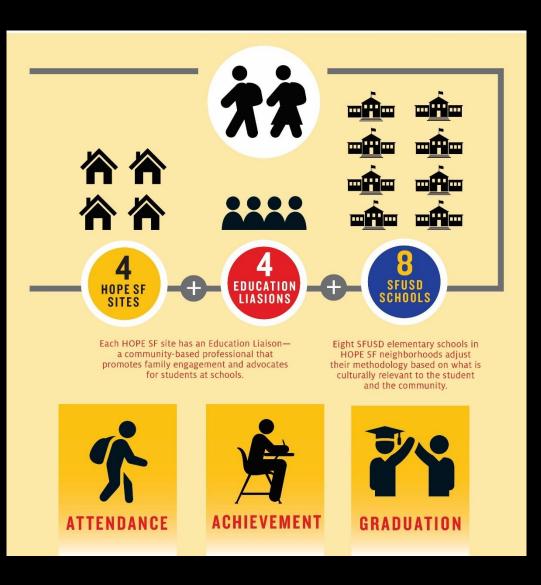
**Chronic Absence in San Francisco** City Bayview HOPE SF

### **Building Community Around Children**

- Do No Harm
- Acceptance
- Self-determination
- Safety
- Trust-building, Consistency and Reliability
- Sustainability

# The Walking School Bus

### **HOPE SF Education Strategies**





#### Questions from the Audience





#### • E3 Alliance

http://e3alliance.org/ http://www.attendanceworks.org/what-works/central-texas-aregional-campaign/

#### • GOALS

http://www.goals-center.com/

#### • Hope SF

http://hope-sf.org/

# **Resources & Announcements**



**ED WEEK AD Superintendent's Call to DEADLINE:** Action September 7 **Drive with Mobilize the Own the issue** Community Data

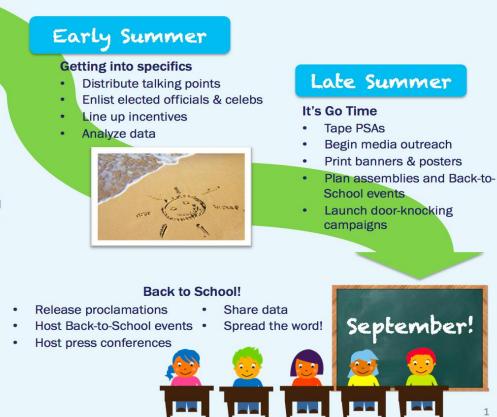
To sign-up for the Call to Action, or to learn more, please visit: <u>www.attendanceworks.org/superintendents-call-to-action</u>

## What to Do When: At a Glance

## spring 🤕

#### Let's get started!

- Convene coalition
- Recruit partners
- Meet with district
- Enlist health care providers
- Launch poster contests and other marketing campaigns



http://awareness.attendanceworks.org/resources/what-to-do-when/

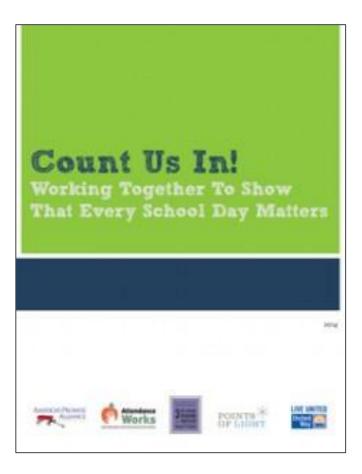


Call to Action: Role of Collaborating Partners

## PROMOTE LOCALLY

- Download our free materials and toolkit and share with local districts.
- Encourage schools and community partners to join our listserv: 4,400+ members.

http://awareness.attendance works.org/resources/countus-toolkit-2016/





#### Pin on the 2016 Action Map

- Post your community's plans for Attendance Awareness Month 2016 on our map
- Bragging rights to the state with the most pins!



## http://awareness.attendanceworks.org/aam-map-form-2016/



Do you want to engage partners in these areas?

- Business leaders
- Early childhood educators
- Faith leaders
- Health providers
- Mayors and city leaders
- Out of school time providers
- Philanthropy
- Volunteers and national service

http://www.attendanceworks.org/about/why-itmatters/attendance-matters-making-case/



Tools for Calculating Chronic Absence

## FREE FROM ATTENDANCE WORKS!

The District Attendance Tracking Tools (DATT) and School Attendance Tracking Tools (SATT) are available in Three Modules:

- Grades PK-5
- Grades 6-8 and
- Grades 9-12

We also offer a Tool to Combine the Modules for PK-12 reports.

http://www.attendanceworks.org/tools/tools-for-calculating-chronic-absence/

Version 4.0

available

Friday, 8/19

# Mentoring *In Real Life* & Attendance Week



- September 19-25, 2016
- Week is focused on amplifying the message that quality, real life mentoring can be instrumental to attendance and academic success.
- Promotional toolkit available with social media messages, graphics and more.
   <u>Download now</u>.
- Join us for an engaging Twitter chat 9/21!

Addressing the Health-Related Causes of Chronic Absenteeism: A Toolkit for Action

Taking action to address health-related chronic absenteeism can have a powerful impact on students' academic success and well-being for a lifetime.

This document highlights key points from Healthy Schools Campaign's toolkit for addressing this critical issue. It focuses on preparing educators—particularly school district decision-makers—with knowledge and practical guidance for creating meaningful change to address health-related chronic absenteeism.

To access the full toolkit, please visit: healthyschoolscampaign.org/chronic-absenteeism

HEALTHY SCHOOLS CAMPAIGN

EVERY CHILD DESERVES TO LEARN + THRIVE

healthyschoolscampaign.org/policy/education/

#### Absences Add Up



## http://absencesaddup.org/



#### Early and Often



## http://www.attendanceworks.org/tools/for-earlycare-providers/early-education-toolkit/



Save the Date! 2016 Webinar Series

- **April 12:** Motivating Good Attendance All Year Long
- **May 17:** Using Data to Drive Action; Portraits of Chronic Absence
- **August 16:** Collective Action: Taking a Cross-Sector Approach
- September 8: Ensuring an Equal Opportunity to Learn: Leveraging Chronic Absence Data for Strategic Action
- November I: Attendance Awareness All Year Long: Reviewing and Sustaining Progress

http://awareness.attendanceworks.org/resources/webinars/



# We will post a recording of this webinar on our website within 72 hours at:

http://www.attendanceworks.org/peer-learningresources/



## Please let us know how we can improve:

#### https://www.surveymonkey.com/r/Collective-Action



#### Support AAC 2016



http://www.attendanceworks.org/donate-to-attendance-works/

# Thank you to our funders!

## With special appreciation to:

Annie E. Casey Foundation W. K. Kellogg Foundation The California Endowment

