

Team Up for Attendance: *Leadership Matters!*





Welcome



Ayeola Fortune

Director of Youth Success

United Way Worldwide





2018 Theme

Team Up for Attendance!



Convening Partners



HEALTHY SCHOOLS
CAMPAIGN





Welcome to New Partners!

- ❖ National Association for Family, School, and Community Engagement
- ❖ California Food Policy Advocates
- ❖ Learning Policy Institute



Attendance Awareness Campaign

- 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
- 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



2017 By the Numbers

- **616** superintendents signed **Call to Action** appearing in **EdWeek**
- **1,700+** new stories
- **8,304** tweets using **#schooleveryday** creating **17.6 million** impressions
- **8,128** people registered for one of our **Attendance Webinars**



How are Participants Taking Action?

- **64% Crunched data**
- **76% Helped spread the word/encouraged others to get involved**
- **30% Launched a contest**
- **34% Used social media**
- **600+ Superintendents Call to Action**



Poll Questions

1. Did your community participate in Attendance Awareness Month last year?
2. Is your community planning to participate in Attendance Awareness Month 2018?
3. What is your role in your district?



Welcome



Hedy Chang

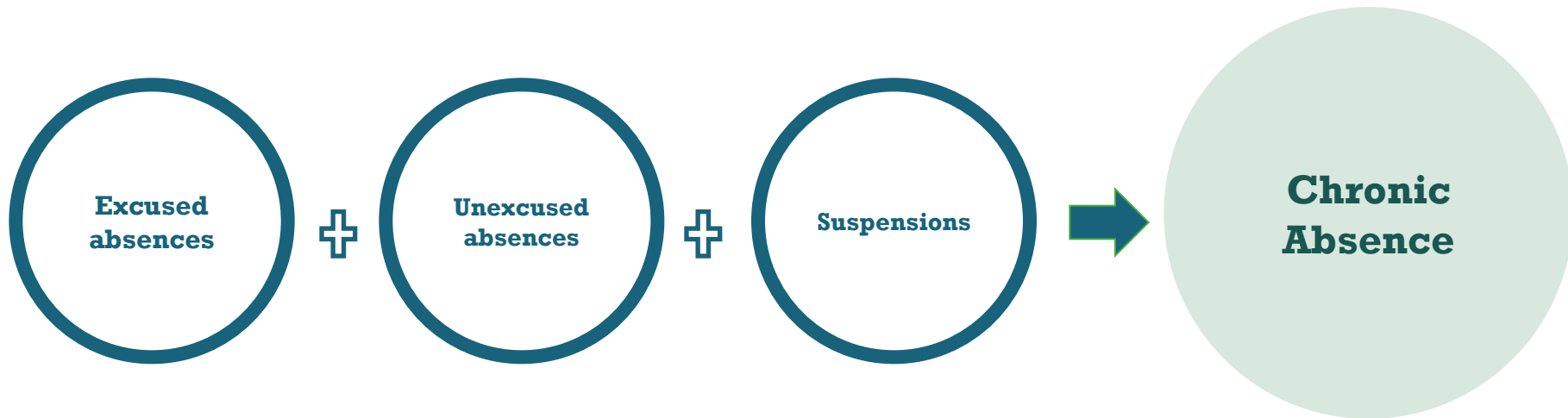
Executive Director
Attendance Works

**& Members of the
Attendance Works Team**



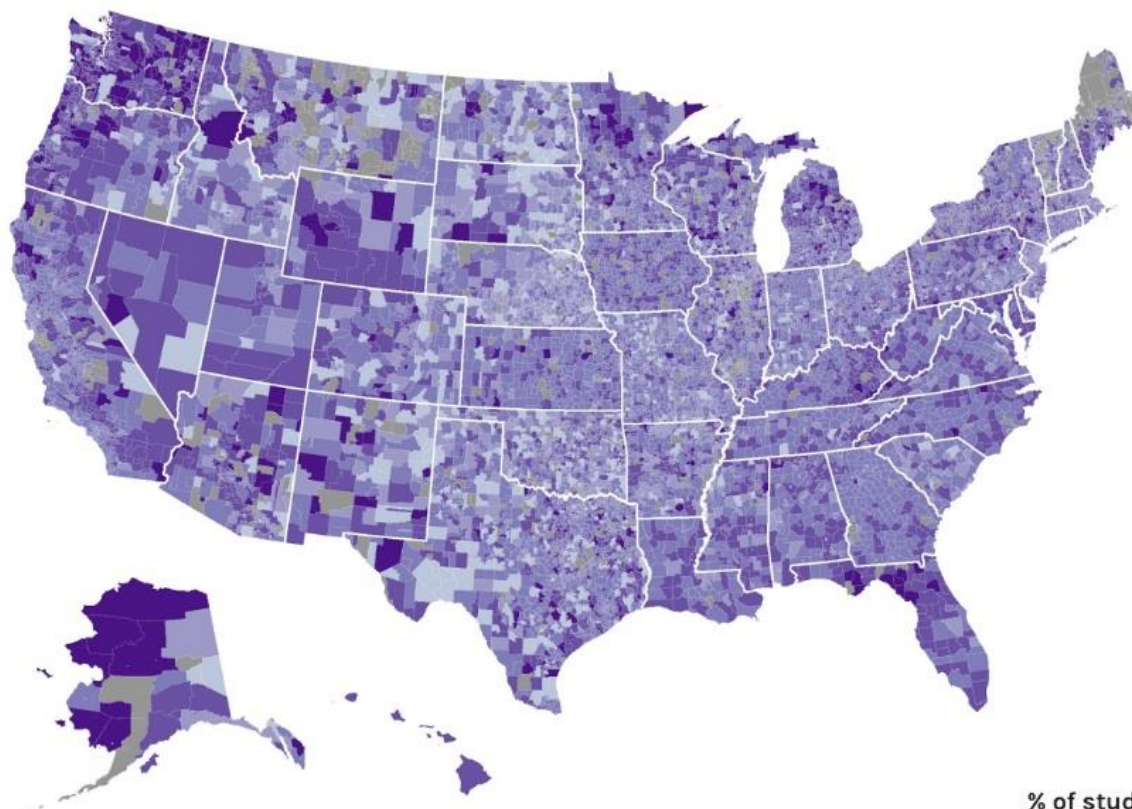
What is Chronic Absence?

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).

1 of 7 students misses 15 days or more



- **Highly concentrated:** half of all chronically absent students in 4% of districts
- **Rural districts:** many have high rates of chronic absence
- **Schools with high levels:** In 1 out of 5 schools, 20% or more of students are chronically absent.

% of students who were chronically absent in 2013-14



Missing data*

Source: U.S. Department of Education Civil Rights Data Collection SY 2013-14

<https://www2.ed.gov/datastory/chronicabsenteeism.html>

This Is a Watershed Moment

No Child Left Behind

Success determined by academic standards.

Federal targets and interventions for schools; punitive system of responses.

Accountability and data for student sub-groups.

Each state defines and addresses truancy which typically emphasizes court based, punitive, interventions.

Every Student Succeeds Act

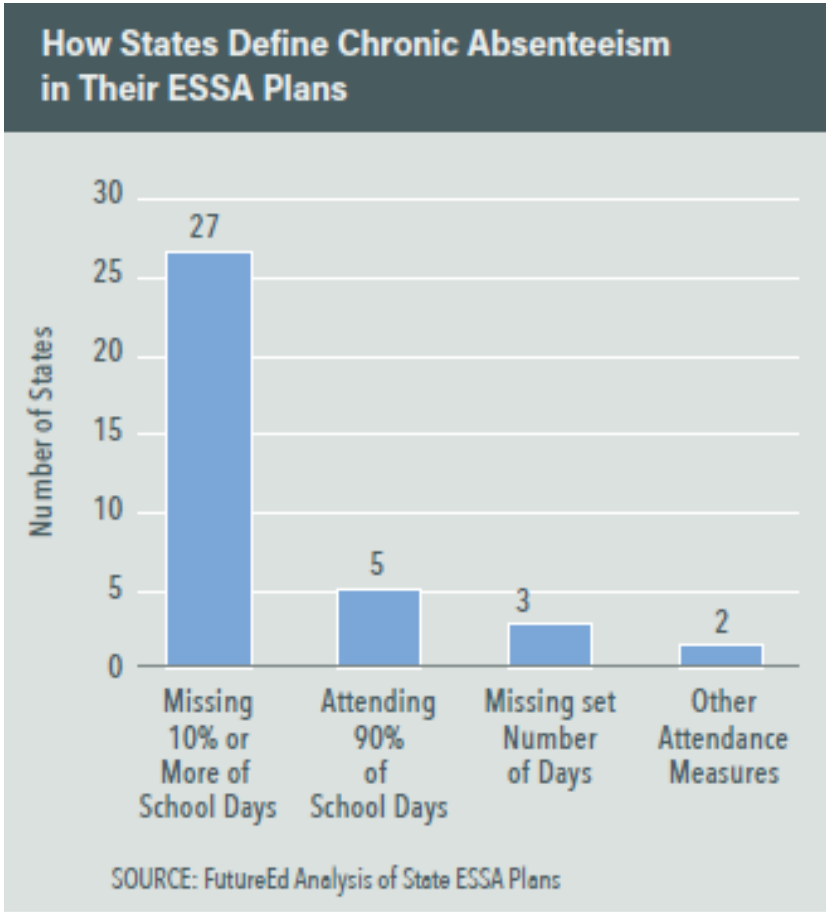
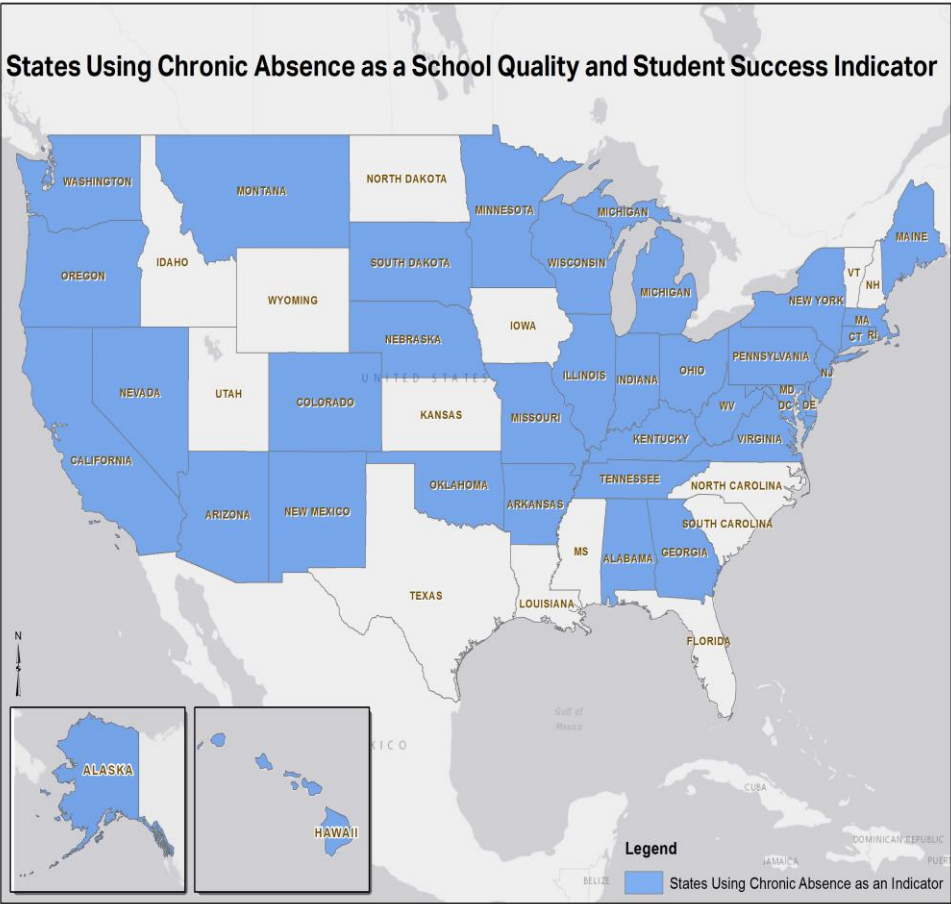
Success determined by academic & nonacademic standards.

States set goals; supportive framework.

Accountability and data for student sub-groups.

Chronic absence is a required reporting & optional school quality metric. It emphasizes prevention and early intervention.

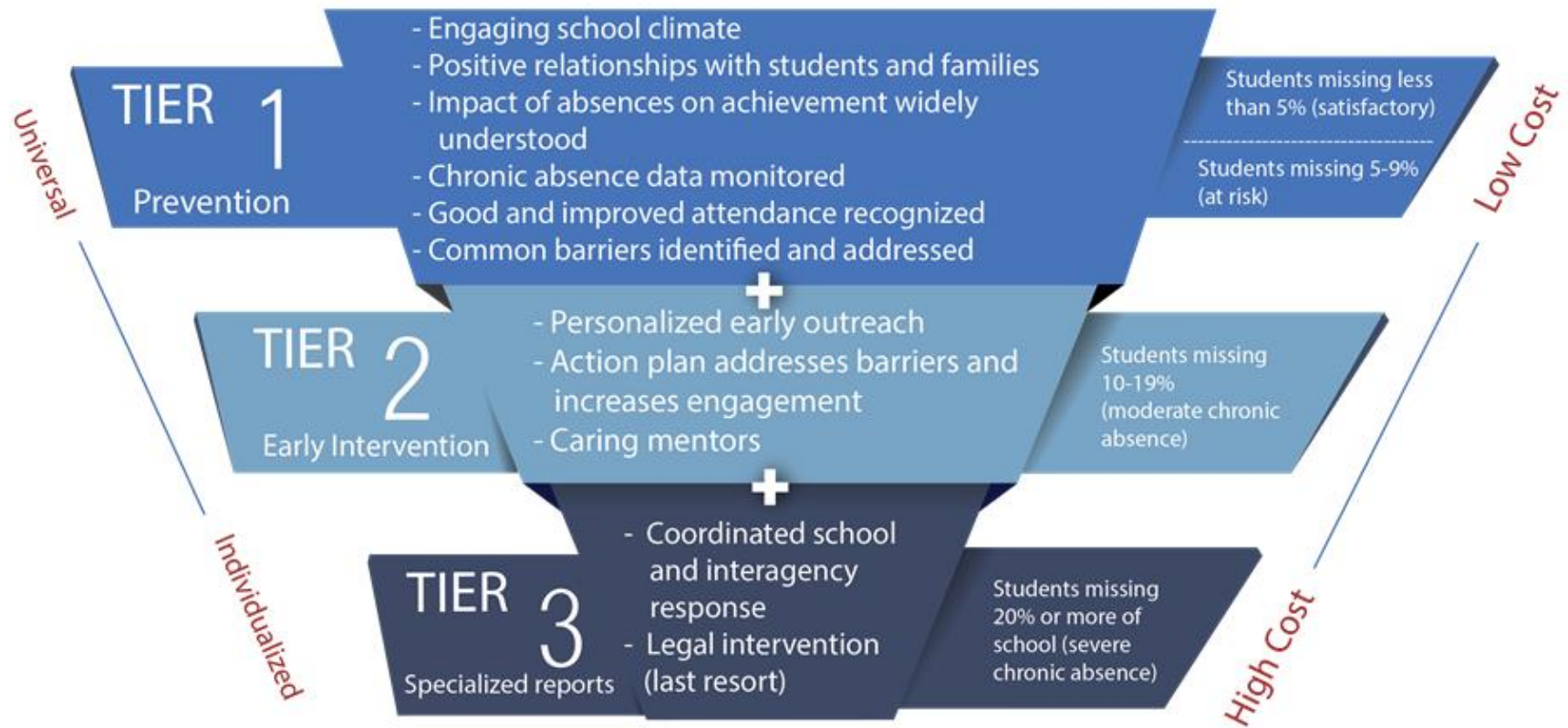
36 States and District of Columbia adopted chronic absence as a metric in their ESSA plan



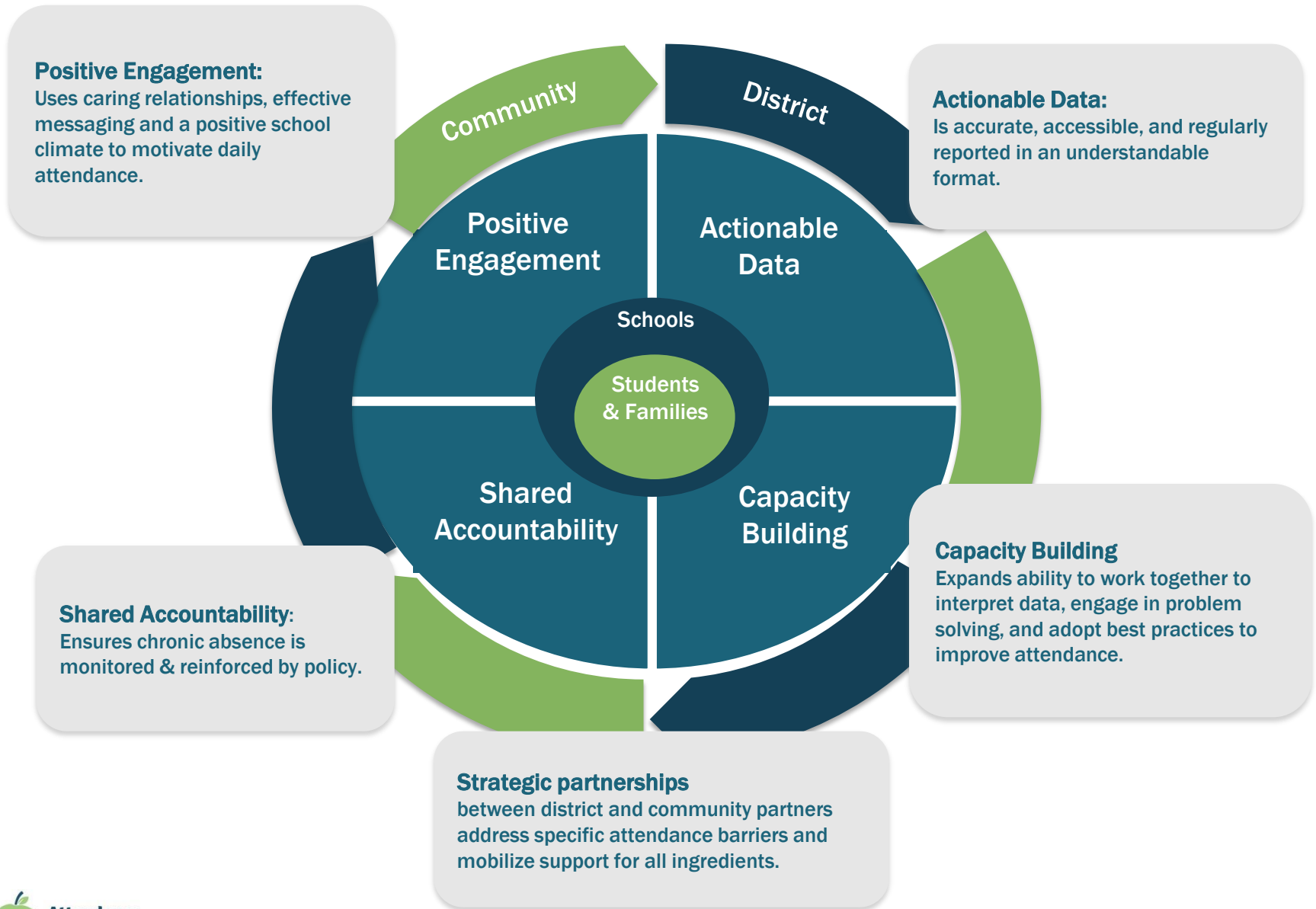
Who's In: Chronic Absenteeism Under the Every Student Succeeds Act
Future Ed, Georgetown University, September 2017.



Invest in Prevention and Early Intervention



Take a Data Driven Systemic Approach





Reflects New Paradigm on Attendance

Truancy

- Counts unexcused absences
- Emphasizes individual compliance with school rules
- Uses legal, typically more punitive solutions

Chronic Absence

- Counts all absences
- Emphasizes academic impact of missed days
- Uses prevention and problem solving strategies



Leadership is Key

Leadership is critical to:

- a) Making attendance a priority
- b) Driving with chronic absence data
- c) Mobilizing the community

*“Leaders don’t create followers,
they create more leaders”*

Tom Peters

Leadership Panel



Dr. Carey Wright
Superintendent of Education
State of Mississippi



Charlene Tucker-Russell
Chief Operating Officer
*Connecticut State Department
of Education*



Janet Schulze
Superintendent
Pittsburg Unified School District



Rev. Larry Simmons
Pastor,
Baber Memorial A.M.E. Church
Executive Director,
Brightmoor Alliance



State Superintendent



Dr. Carey Wright

Superintendent of Education
State of Mississippi

State Education Chief Perspective:

1. Help school district leaders **understand** what chronic absenteeism is and why it should be closely monitored
2. Use **data** to show how chronic absenteeism affects student outcomes
3. Provide **guidance** to school districts about how to identify and address chronic absenteeism



State Department of Education



Charlene Tucker-Russell

Chief Operating Officer
*Connecticut State Department
of Education*



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Team Up for Attendance: Leadership Matters **State of Connecticut**

Charlene Russell-Tucker

Chief Operating Officer

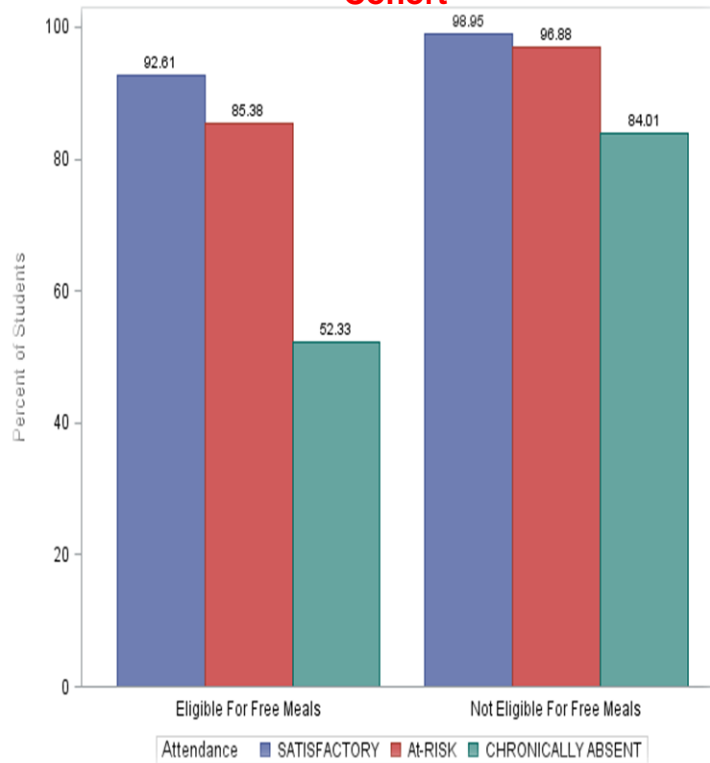
Connecticut State Department of Education

March 28, 2018

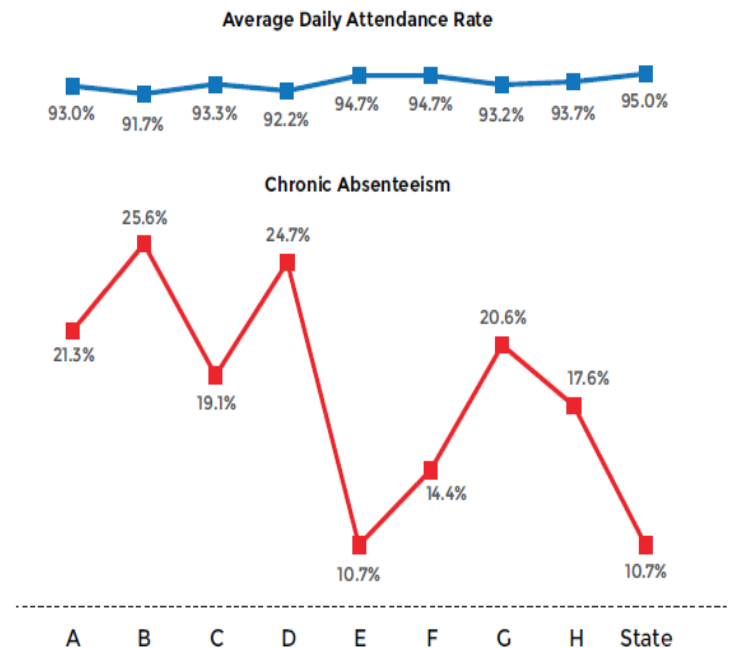
Using Data to Expedite Change

[Kotter: Establish a sense of urgency]

Attendance in 9th Grade and Graduation in Four Years by Meal Eligibility 2014-15 Cohort

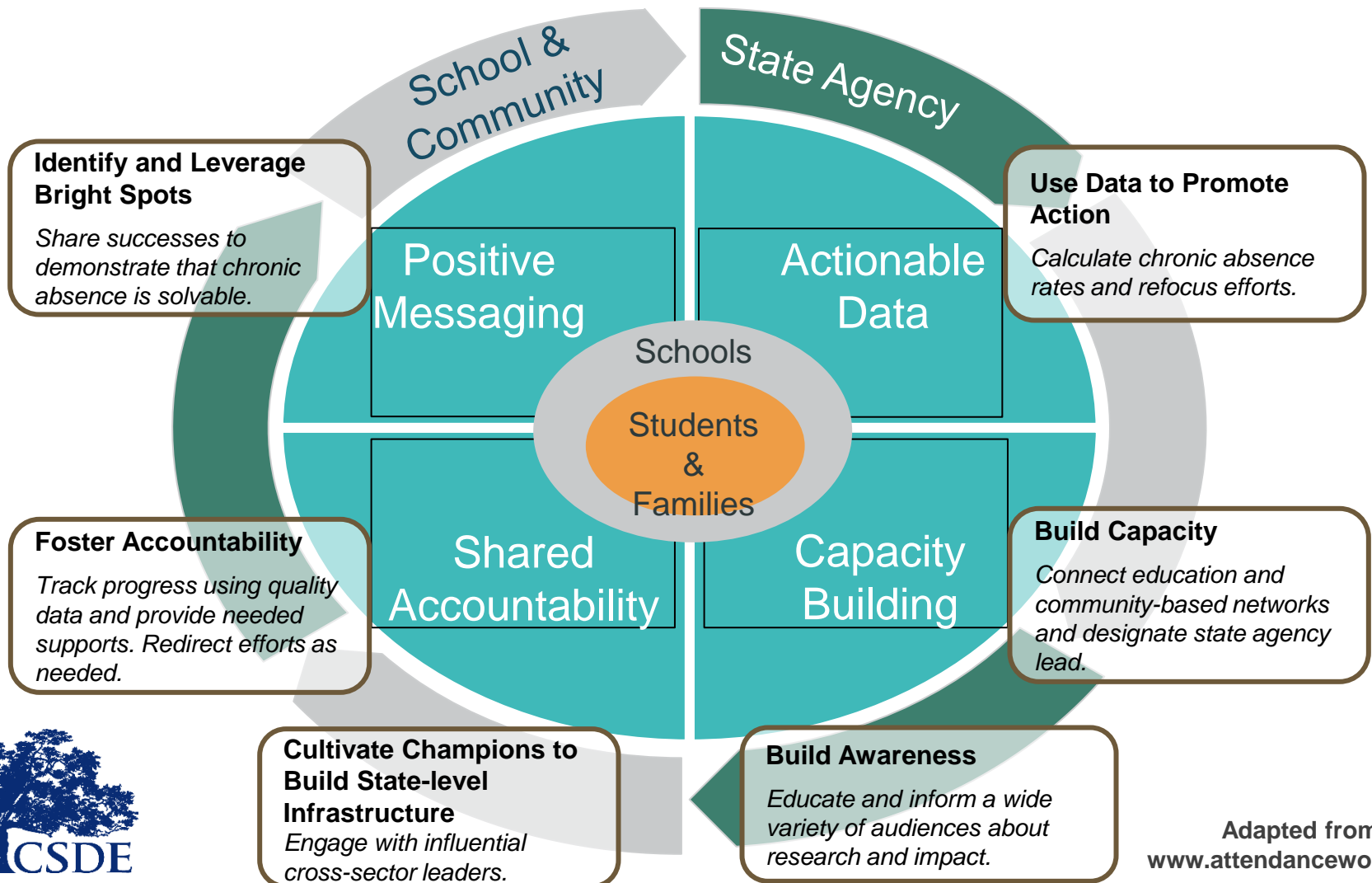


2013-14 Attendance Rate and Chronic Absenteeism (Eight Alliance Districts with Network Schools)



Leading for Success – Connecticut Strategies

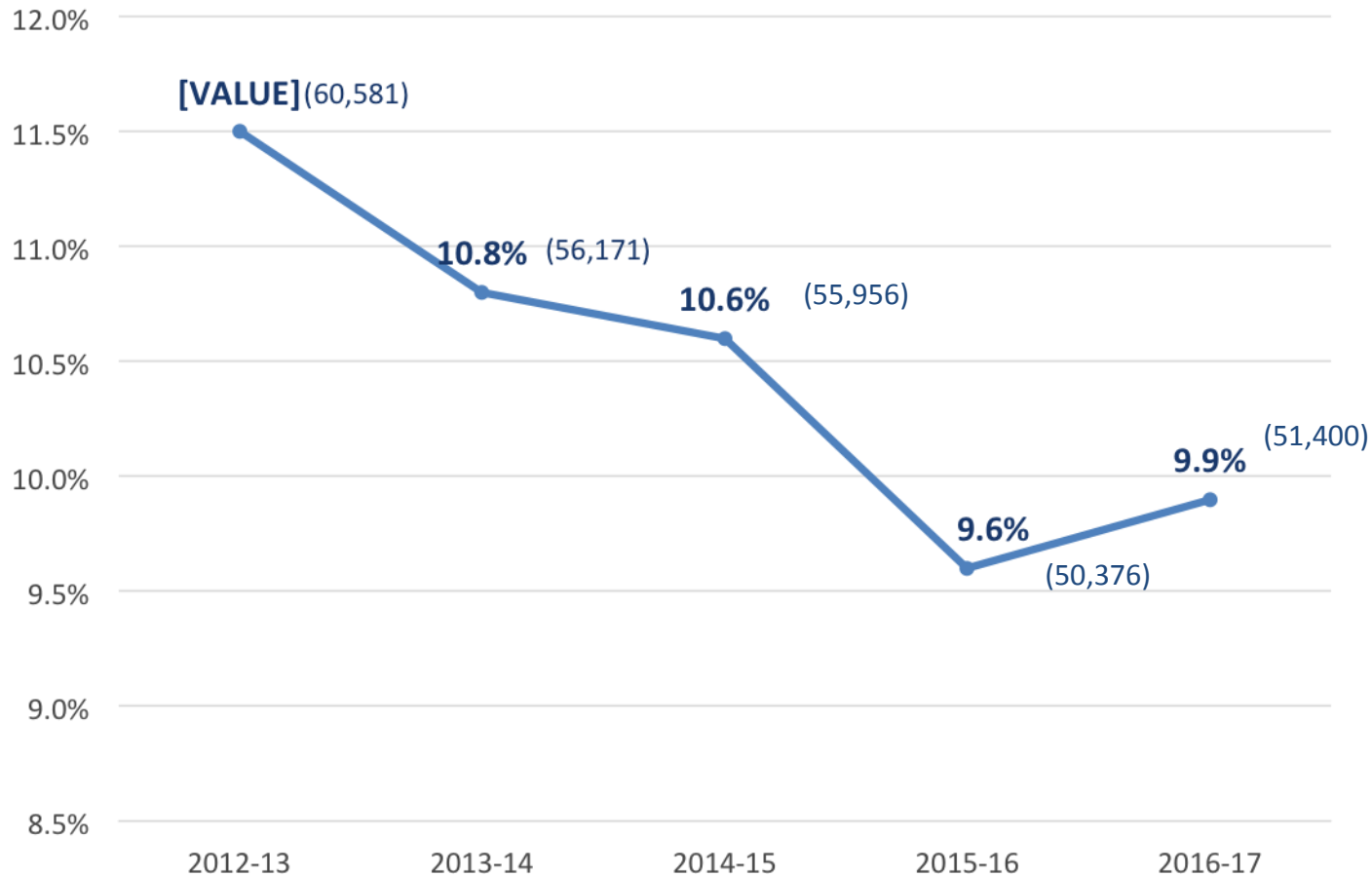
[Kotter: Form a powerful coalition/develop strategies]



Adapted from
www.attendanceworks.org

Five-year Chronic Absence Trend

[Kotter: Plan for and create short term wins]



Connecticut's Leadership

[Kotter: Form a powerful coalition/develop strategies]

Internal Leadership: SEA & State Board of Education

- Commissioner
- Commissioner's Executive Team
- Performance Office
 - Accountability System
 - Chronic Absence is 1 of 12 indicators
 - Early Indication Tool
 - EdSight Data Portal
- Cross-divisional Teams
 - Academic
 - Special Education
 - Student Supports
 - Talent
 - Turnaround

External Leadership

- Executive Branch
 - Early Childhood
 - Economic Development
 - Education
 - Public Health
 - Housing
 - Child Welfare
 - Social Services
- Legislative Branch
 - Achievement Gap Task Force
 - CT Kids Report Card
 - Chronic Absence Strategic Action Group
- Judicial Branch
 - Diversion from court
- Other state and national partners



Strategic Collaboration & Transformative Impact

Executive Branch

- *Leader of the Interagency Council on Ending the Achievement Gap with attendance focus*
- *Strong supporter of the state attendance efforts*

Legislative Branch

- *State statute to address chronic absence includes: Prevention and Intervention Guide; district and school-level attendance teams; and adoption of official definition for chronic absence*

Judicial Branch

- *Member of Strategic Action Group on Chronic Absence*
- *Leader on issues on diversion and truancy*

State Board of Education

- *Five-year Comprehensive Plan includes reduction of chronic absence*
- *Board requires plans to address chronic absence in applications for state funding (selected districts)*

CSDE

- *Next Generation Accountability System/Guidance and EdSight Data Portal*
- *Early Indication Tool*
- *Focus on subgroups with high levels of chronic absence (students with disabilities)*

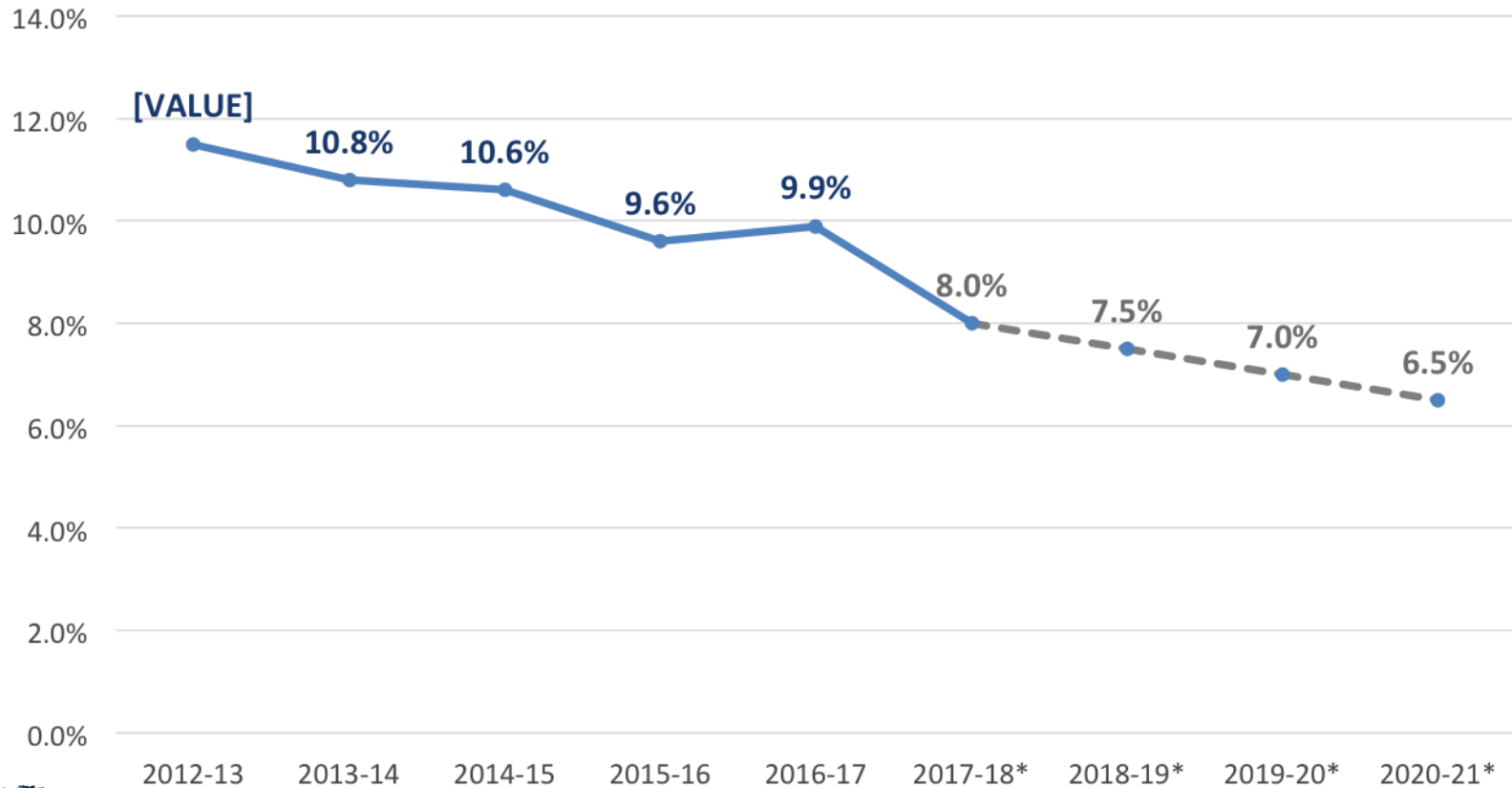
Other Partners: LEAs, State, National

- *Leverage partnerships to support strategic direction*
- *Utilize as external experts*
- *Collaborate for Attendance Awareness Month*



Chronic Absence Trend & 4-year Target

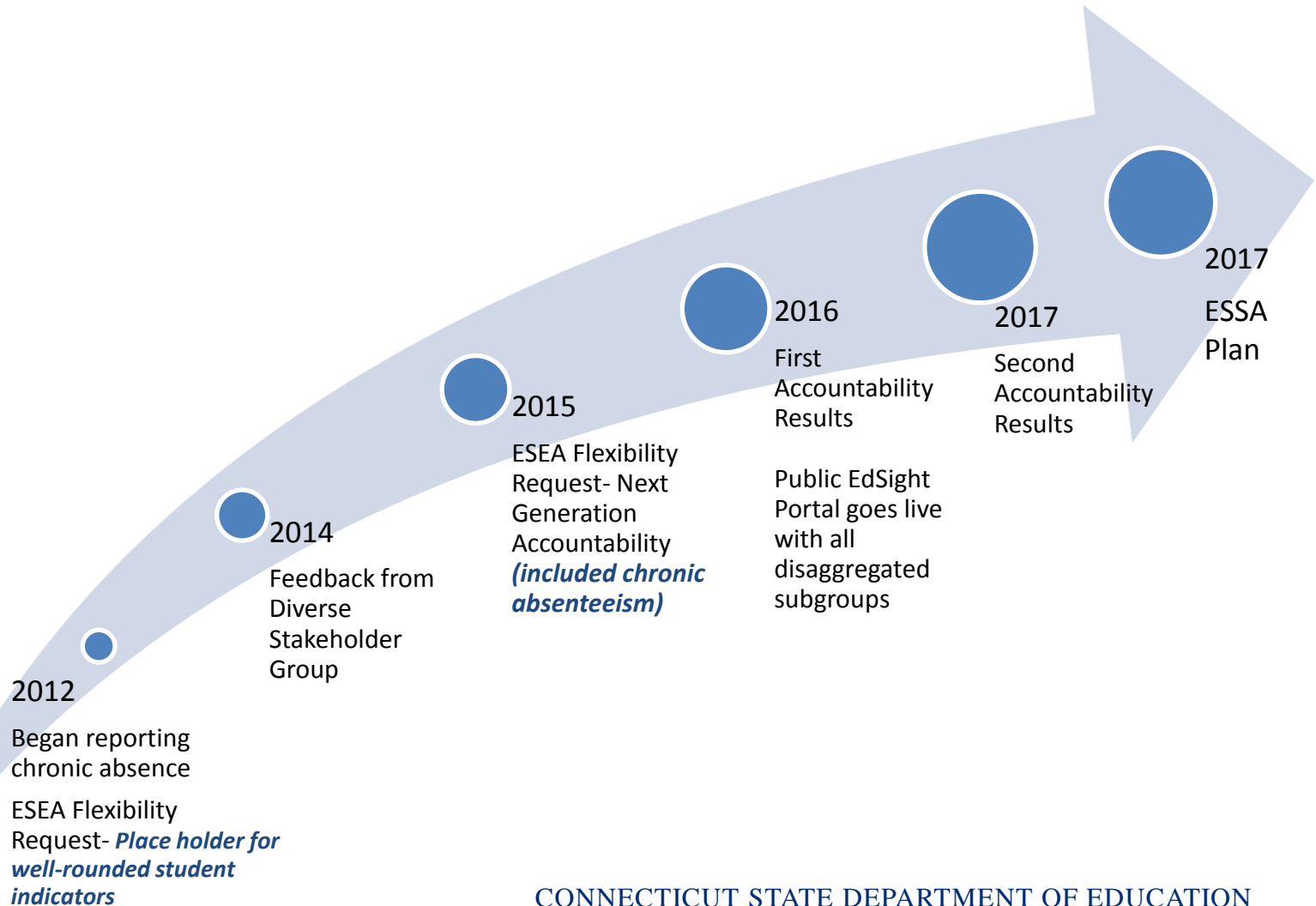
[Kotter: Consolidate improvements and produce still more change]



* Projected rate

Evolution of Attendance as an Accountability Indicator

[Kotter: Create a vision/Empower others to act]





CONNECTICUT STATE DEPARTMENT OF EDUCATION

Charlene.Russell-tucker@ct.gov

Reference

Kotter, J.P. (2012). *Leading change*. Boston: Harvard Business School Press.



District Superintendent

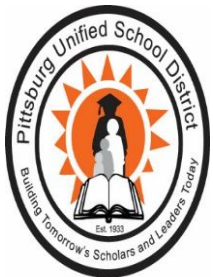


Janet Schulze

Superintendent

Pittsburg Unified School District

Pittsburg Unified School District



Janet Schulze, Ed.D.
Superintendent
March 28, 2018

Focus on Attendance

It Takes a Village

- ▶ School site diligence
- ▶ Community partnerships
- ▶ Attendance Works
- ▶ SARB
- ▶ Parent & Family Liaisons
- ▶ Community Awareness
- ▶ Reporting and Monitoring



Pittsburg Unified School District team with Contra Costa County Office of Education leadership.

Focus on Attendance

Celebrating Success & Building Community Awareness

- ▶ Annual Perfect Attendance Awards Ceremony in Fall of each year
- ▶ New in 2017 - Great Attendance Awards Ceremony added
- ▶ Students AND Parents/Guardians Recognized
- ▶ PUSD vehicles wrapped with messages about why attendance matters



Produced our own video on the Importance of Attendance: social media hit

Media Coverage: local news, public radio, EdSource



Pittsburg Teen Honored for Never Missing Class in 11 Years

NBC Bay Area - Oct 6, 2016

For 11 years, the 17-year-old teen has maintained a **perfect attendance** means she has ... For all that, Mareiya was honored Monday night at a c students who have maintained unimpeachable attendance records in the **Unified School District**. Not surprisingly, Mareiya took ...

Focus on Attendance

School Sites and Parent & Family Liaisons

- ▶ Attendance boards are updated daily at elementary schools
- ▶ Monitor and support student attendance throughout the school year
- ▶ Impact of Chronic Truancy attendance meetings
- ▶ School sites have attendance incentives
- ▶ PUSD Video about why attendance matters is shown to parents at the beginning of each school year



Community SARB Team

Student Attendance Review Board

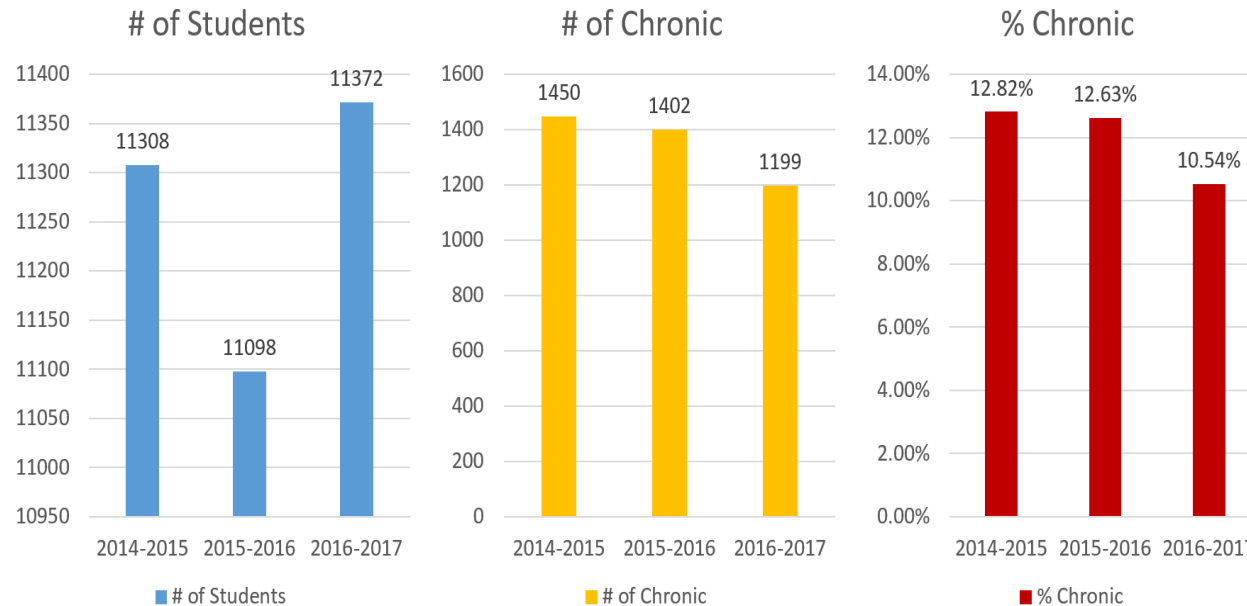
► SARB

- State Recognition in 2017
- Comprised of dozens of members that meet bi-weekly
 - SARB includes business owners, Deputy District Attorney of Contra Costa County, ministers and faith-leaders, an army sergeant, Pittsburg police officers, foster parents, after school coordinator, NAACP members, mentors, parent coordinators, school counselors, child welfare advocates, and school district employees.
- SARB created to provide a culturally diverse team that resonates with the needs of the student population



Focus on Attendance

A2A Report on PUSD's Chronic Absenteeism



School Year	# of Students	# of Chronic	% Chronic
2014-2015	11308	1450	12.82%
2015-2016	11098	1402	12.63%
2016-2017	11372	1199	10.54%

Source: A2A



Community Leader



Rev. Larry Simmons

Pastor,
Baber Memorial A.M.E. Church

Executive Director,
Brightmoor Alliance

Kick Off February 28, 2013



Present!
In Brightmoor
OUR ATTENDANCE MOVEMENT

PRESENT! IN BRIGHTMOOR

THE BEGINNING OF CHRONIC ABSENCE
WORK IN DETROIT

A COMMUNITY INITIATED CALL TO
ACTION



It began in a parking lot at Baber Memorial A.M.E. Church in August 2012 with 4 people

THIS IS OUR FIRST ORGANIZING MEETING OCTOBER 2012

OVERWHELMING TURNOUT!



FEBRUARY 2013



A Field Trip to Grand Rapids Getting Up on Chronic Absence

October 2014

**2 YEARS
ALONG
2014**



Get Serious About Attendance

Students Have to Show Up to Learn

What We Know

Students who do not regularly attend school are less likely to learn, less likely to graduate, and less likely to succeed as adults in terms of jobs, health, staying out of jail, and other indicators of well-being.

For example, more than 30,000 DPSCD students (over two-thirds of the students) missed 10 or more days of school in 2015-2016, which was considered to be chronically absent at the time. You can't learn if you don't first show up.

Missing School 10 Days or More a Year

30,000+ DPSCD students
(68% of student population) **400,000+** students statewide
(27.4% of student population)

We want to make sure students, families, teachers, and the full community see the importance of attending school every day as our top priority, demonstrated by drastically reducing the "chronic absence" rate (students missing 10 percent or more days of school for any reason).

TACTICS:

- If students don't go to school, they can expect a bleak future. Thus, our community must own responsibility for this issue and execute a broad-based attendance campaign to eliminate chronic absenteeism among Detroit students.
- The local data required to devise targeted solutions are lacking. Make data more consistent and reliable by:
 - Using a single definition (above) for measuring chronic absence. This should be used and enforced statewide.
 - Creating a citywide data system to create a single source of student data across governance types for all appropriate parties. Data should include reasons for absences.
 - Conducting Detroit-specific research on chronic absence and persistent attendance.
- Improve school climate and culture so that kids want to stay in school. Train all school staff in restorative practices as an alternative to "zero tolerance" discipline policies that push students out of school. Reduce the number of out-of-school suspensions/expulsions.

- Increase public and private funding for proven school-based health interventions that help keep students in school, including making school nurses, school mental health providers, and school-based health centers available to all students through strategic partnerships as part of a broad set of school-based health services, community schools, and wrap-around services that address obstacles to attendance.
- Enlist parents and caregivers to help prevent avoidable student absences, making sure Detroit's students are in school every day. Parents and caregivers are critical to the success of this and all our priorities.



“Student absence is a big issue. Schools need a better system on taking attendance to assure parents that their children are in school and learning.”

Jaylin Harris, MLK High School student
(pictured)

Chronic Absence reduction established as Priority I of a blue ribbon committee,

The Coalition for the Future of Detroit School Children

2018 Creating Systemic Change

2012 to 2018

- 5 superintendents have come and gone
 - 10 principals have come and gone
 - Innumerable teachers have come and gone
 - 6 years later the community is still prioritizing Attendance
-

We are still

Thank you!



Present!

In Brightmoor

OUR ATTENDANCE MOVEMENT



Questions from the Audience





Announcements






Cecelia Leong

Associate Director for Programs

Attendance Works

What is Teaching Attendance?







Attendance Works Learning

The mission of Attendance Works is to advance student success and reduce equity gaps by reducing chronic absence. Here you will find learning you can apply in the classroom.

Click on the course below and start learning today!




Module 1 - Why Teach Attendance?



Coming Soon

Module 2: Creating a Culture of Attendance



Coming Soon

Module 3: Using Data for Intervention and Support

<http://www.attendanceworks.org/resources/teaching-attendance-curriculum/>



Purpose of the Teaching Attendance Curriculum

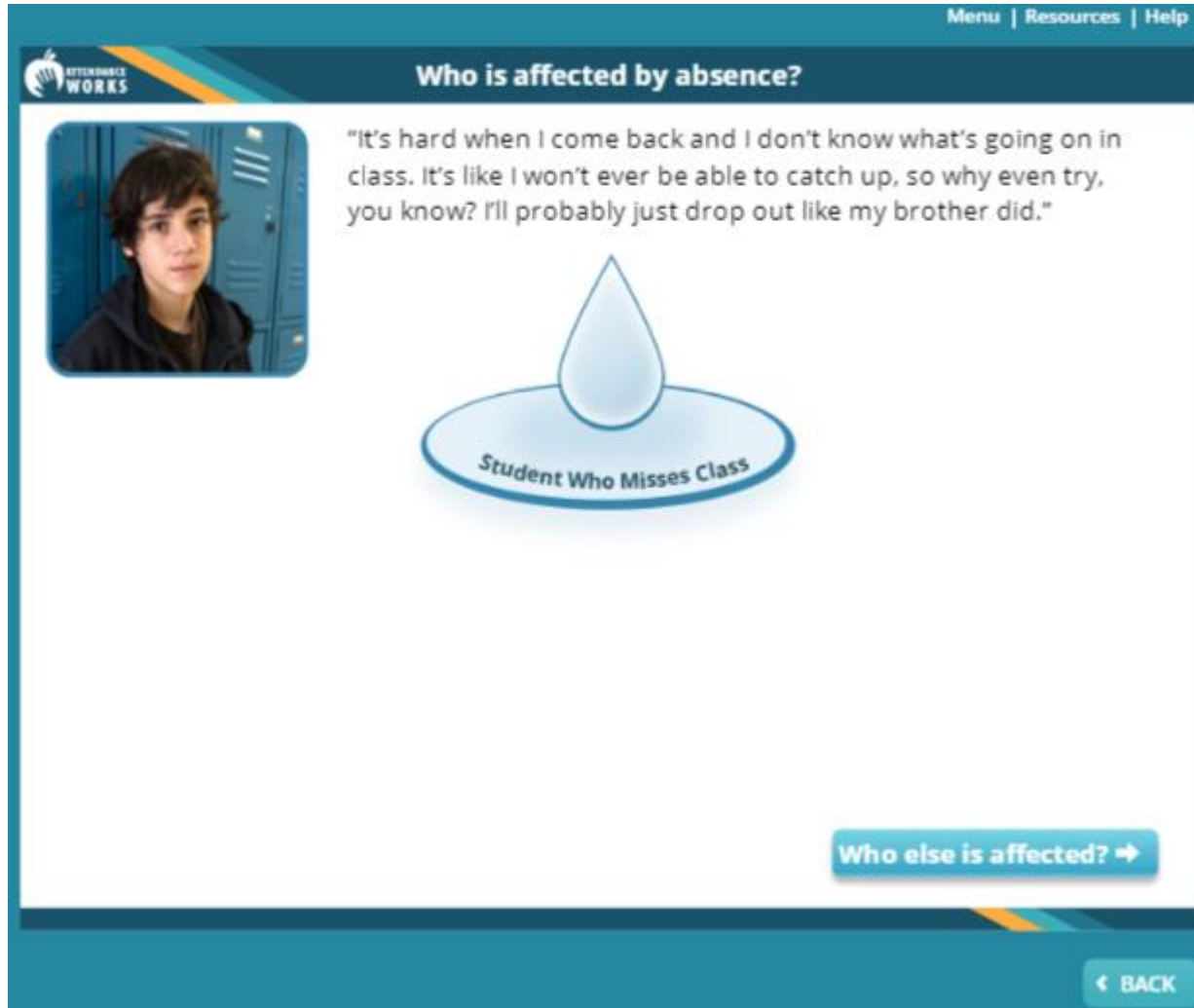
- ★ **Give school leaders a quick way to equip teachers and school staff with evidence-based strategies to improve attendance**
- ★ **Rally school staff to act as the first line of prevention and early intervention**
- ★ **Inspire better attendance practices that are positive, proactive and problem-solving**



Three Online Learning Modules:

1. Why We Teach Attendance
2. Creating a Culture of Attendance
(Primary and Secondary versions available May 8)
3. Using Data for Intervention and Support
(Primary and Secondary versions available Summer 2018)

What is in Teaching Attendance Module 1: Why We Teach Attendance?




The screenshot shows a web interface for "Attendance Works". At the top right, there are links for "Menu", "Resources", and "Help". The main heading is "Who is affected by absence?". On the left, there is a video thumbnail of a young man. To the right of the thumbnail, a quote reads: "It's hard when I come back and I don't know what's going on in class. It's like I won't ever be able to catch up, so why even try, you know? I'll probably just drop out like my brother did." Below the quote is a graphic of a blue water droplet falling into a pool, with the text "Student Who Misses Class" written inside the pool. At the bottom right of the video player area, there is a button that says "Who else is affected? →". At the very bottom right of the page, there is a "← BACK" button.

Summarizes research on the impact of chronic absence


What is in Teaching Attendance Module 1: Why We Teach Attendance?

Menu | Resources | Help

Who is affected by absence?



"When other kids miss class, our teachers spend time reviewing the same stuff we learned the day before. It's boring and then our whole class is behind."




Who else is affected? →

← BACK


Summarizes research on the impact of chronic absence

What is in Teaching Attendance Module 1: Why We Teach Attendance?


[Menu](#) | [Resources](#) | [Help](#)



Who is affected by absence?



"We work in groups a lot, like on a lab project or for presentations, and we need the whole team to get the work done. When part of our group is absent, our whole team suffers."




[Who else is affected? →](#)

[← BACK](#)


Summarizes research on the impact of chronic absence

What is in Teaching Attendance Module 1: Why We Teach Attendance?


[Menu](#) | [Resources](#) | [Help](#)



Who is affected by absence?



"When students are absent, I need to re-teach lessons to the students who missed class while keeping the other students engaged with new material. Often I spend extra time outside of class to help these students. It's not an easy balance. If I'm constantly re-teaching instead of covering the new material, how can I cover all the curriculum?"




[Who else is affected? →](#)


[← BACK](#)

Summarizes research on the impact of chronic absence

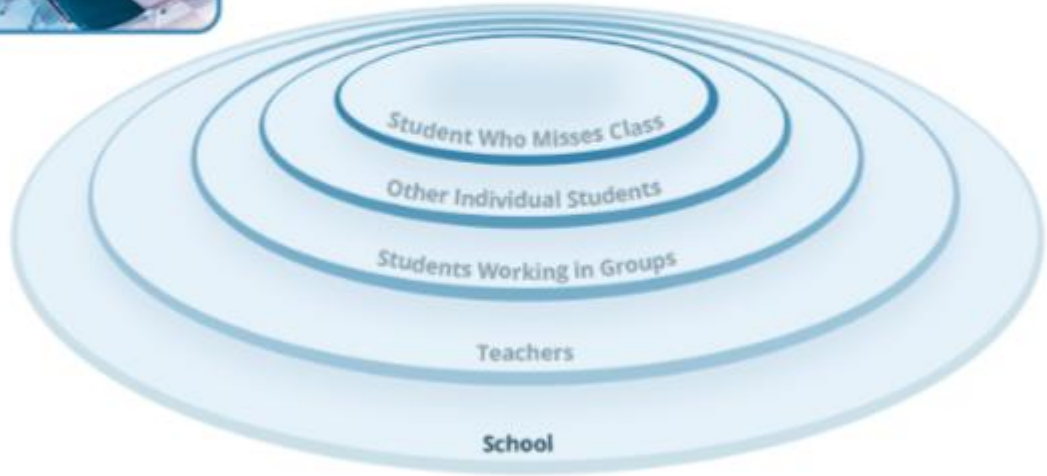
What is in Teaching Attendance Module 1: Why We Teach Attendance?

Menu | Resources | Help

Who is affected by absence?



"In schools where many students are chronically absent year after year, instruction slows down, achievement drops, and the need for remedial courses increases. The students' academic achievement takes a big hit. And it's costly to the school. In some states, funding is tied to attendance, so chronic absence also reduces the resources for the school."



[< BACK](#)[NEXT >](#)

Summarizes research on the impact of chronic absence

What is in Teaching Attendance Module 1: Why We Teach Attendance?

Menu | Resources | Help

Attendance Works




Cumulative Effects of Chronic Absence

? It's the first day of kindergarten! Is everyone ready? Select each student's story to see their preschool experience. Then move him or her to their *actual* kindergarten readiness point.

Jackson's Story

Isabella's Story

Emma's Story

Kindergarten Readiness									
 JACKSON									
 ISABELLA									
 EMMA									
Pre-K			Kindergarten				1st		

← BACK SUBMIT

Interactive Exercises

What is in Teaching Attendance Module 1: Why We Teach Attendance?



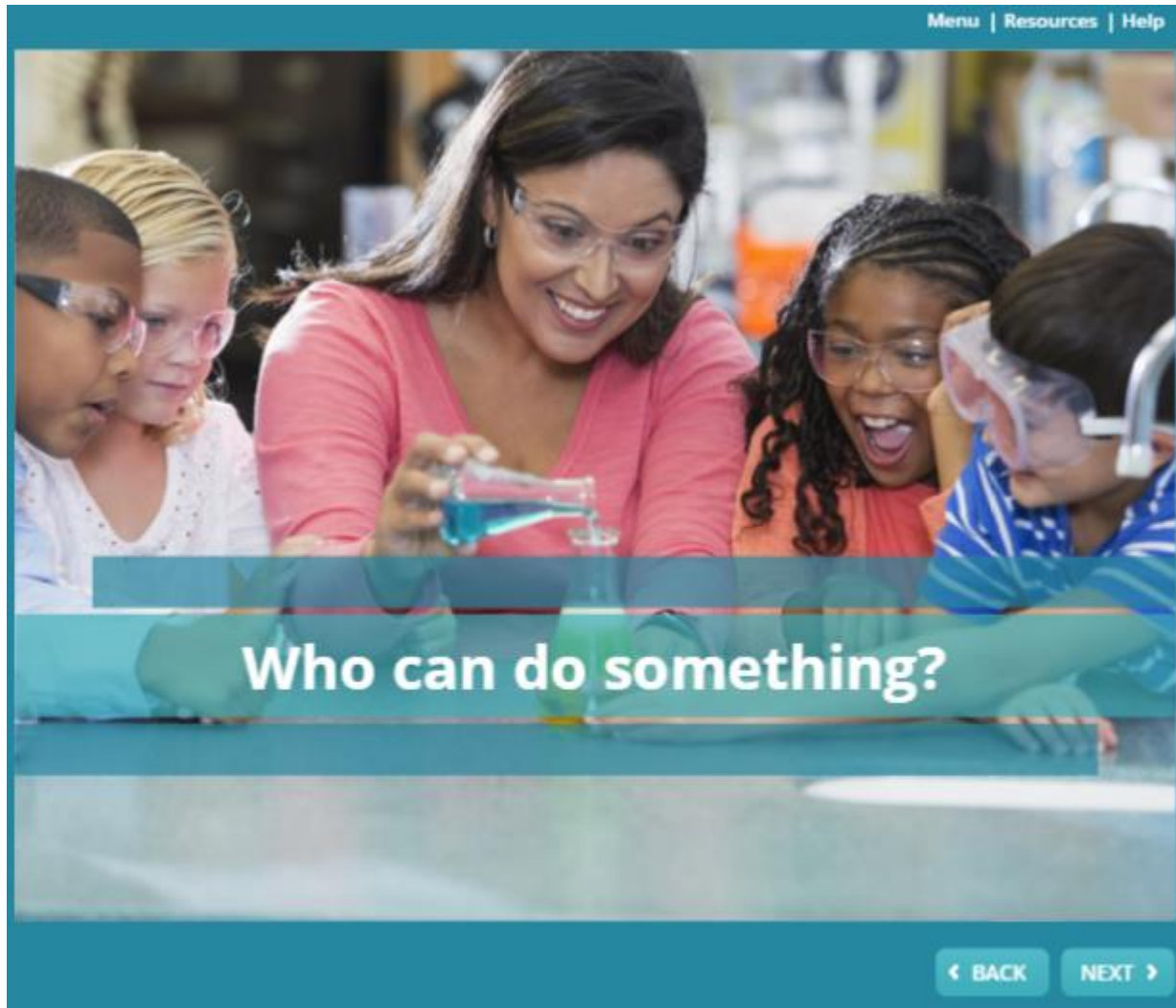
Interactive Exercises

What is in Teaching Attendance Module 1: Why We Teach Attendance?



Attendance Works Framework – Three Tiers of Interventions


What is in Teaching Attendance Module 1: Why We Teach Attendance?




Videos Showcasing Schools

What is in Teaching Attendance Module 1: Why We Teach Attendance?


[Menu](#) | [Resources](#) | [Help](#)




Everyone Matters




We all have a role in improving attendance. The [Teaching Attendance 2.0 Toolkit](#) offers resources for you and for others on your team. *Select the roles you are interested in to find tools to help you take effective action.*




Teachers




Principals




School Districts



Superintendents



Family Engagement Workers



Expanded Learning Providers

[< BACK](#) [NEXT >](#)

Additional Resources from Attendance Works



How to Register for Teaching Attendance

- To learn more, go to:

<http://www.attendanceworks.org/resources/teaching-attendance-curriculum/>
- Click the self-registration button
- You will receive a confirmation email with an invitation to take Teaching Attendance Module I: Why We Teach Attendance
- Enjoy!



Superintendent's Call to Action

Own the issue

**Mobilize the
Community**

**Drive with
Data**

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



Resources Available for 2018

- Download our free promotional materials and online toolkit to share with local districts.
- Count Us In! will be updated with a new focus on state leadership, health, and early childhood education
- Find resources and the Count Us In! toolkit on our microsite:
<http://awareness.attendanceworks.org>

PROMOTE LOCALLY

The screenshot shows the 'Count Us In! Toolkit 2018' microsite. At the top, there's a navigation bar with a pencil icon and the text 'Count Us In! Toolkit 2018' and 'Home / Resources / Count Us In! Toolkit 2018'. Below this, the main content area is divided into two columns. The left column has a heading 'Count Us In! Toolkit 2018' and a list of links: 'How to Use this Toolkit?', 'Why Attendance and Chronic Absence?', 'Who Should Use This Toolkit?', 'What are the Key Messages?', and 'How Can We Deliver the Message?'. The right column has a heading 'Count Us In! Working Together To Show That Every School Day Matters' and a large circular graphic. The graphic contains the text 'ATTENDANCE AWARENESS', 'TEAM UP FOR ATTENDANCE', and 'SEPTEMBER 2018'. To the right of the graphic, there is a paragraph of text: 'Attendance is essential to school success, but too often students, parents and schools do not realize how quickly absences — excused and unexcused — can add up to academic trouble. Chronic absence — missing 10 percent of the school year, or just 2-3 days every month — can translate into third-graders unable to master reading, sixth-graders failing courses and ninth-graders dropping out of high school. Low-income students, who most depend on school for opportunities to learn, are especially harmed when they miss too much instruction.'



Opportunities to Promote AAC 2018!

Share the AAM website:

<http://awareness.attendanceworks.org/>

- Like us on Facebook



- Tweet using #schooleveryday



- Add a badge to your signature line or materials



- Write blog post on your website promoting regular attendance and Attendance Awareness Month!



Webinar Schedule for 2018

- ★ **March 28:** Leadership Matters
- ★ **May 8:** Working Together Matters
- ★ **August 15:** Community Matters
- ★ **September 12:** Health Matters

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

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 cont and other marketing campaigns

Early Summer

Getting into specifics

- Distribute talking points
- Enlist elected officials & celebs
- Line up incentives
- Analyze data



Late Summer

It's Go Time

- Tape PSAs
- Begin media outreach
- Print banners & posters
- Plan assemblies and Back-to-School events
- Launch door-knocking campaigns

Back to School!

- Release proclamations
- Host Back-to-School events
- Host press conferences
- Share data
- Spread the word!

September!



EARLY AND OFTEN

Showing Up in Preschool Matters 2.0

February 2018



Attendance Works' revised early childhood toolkit contains:

- ✓ Materials geared to families of young children
- ✓ Strategies and resources to help you address the three tiers of intervention
- ✓ Fun classroom activities for students
- ✓ Ideas for using data to guide prevention and early intervention
- ✓ Steps to organize a team to address attendance

<http://www.attendanceworks.org/resources/toolkits/early-education-toolkit/>

NATIONAL STUDENT ATTENDANCE, ENGAGEMENT, AND SUCCESS CENTER



2018 NATIONAL CONVENING



NSAESC

National Student Attendance, Engagement, and Success Center

SAVE-THE-DATE **FLIPPING ESSA: Achieving Success through Student Engagement**

A National Convening of the NSAESC

May 9-10, 2018 ~ Baltimore, Maryland

Hosted by the U.S. Department of Education and the Office of Safe and Healthy Students and its
National Student Attendance, Engagement, and Success Center (NSAESC)

Registration opens soon! <http://new.every1graduates.org/nsaesc/>



Thank You to our Corporate Sponsors!

- Scholastic – Champion (\$20,000)
- Safe and Civil Schools – Partner (\$10,000)
- French Toast – Partner (\$10,000)



**And special appreciation to our philanthropic
partners:**

**Campaign for Grade-Level Reading
The California Endowment**





Support AAC 2018



<http://www.attendanceworks.org/donate/>



Webinar Recording

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/team-up-2018>

Thank you!