Team Up for Attendance:

Working Together Matters!

May 8, 2018

www.attendanceworks.org
Welcome

Ayeola Fortune
Director of Youth Success
United Way Worldwide
Team Up for Attendance!
Convening Partners
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
Welcome

Hedy Chang
Executive Director
Attendance Works

& Members of the Attendance Works Team
Poll Question

How would you describe the approach to attendance in your school or district?
Agenda

1. Review of Key Concepts
2. What do Effective Attendance Teams Do?
3. What do Attendance Teams Need to be Effective?
4. What are Common Pitfalls for Attendance Teams to Avoid?
5. Announcements and Resources
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 6 students misses 15 days or more

Source: U.S. Department of Education Civil Rights Data Collection SY 2014-15
https://www2.ed.gov/datastory/chronicabsenteeism.html
### 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.

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**This Is a Watershed Moment**
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

**TIER 1: Universal Prevention**
- Engaging school climate
- Positive relationships with students and families
- Impact of absences on achievement widely understood
- Chronic absence data monitored
- Good and improved attendance recognized
- Common barriers identified and addressed

**TIER 2: Early Intervention**
- Personalized early outreach
- Action plan addresses barriers and increases engagement
- Caring mentors

**TIER 3: Specialized Reports**
- Coordinated school and interagency response
- Legal intervention (last resort)

**Students missing**
- Less than 5% (satisfactory)
- 5-9% (at risk)
- 10-19% (moderate chronic absence)
- 20% or more of school (severe chronic absence)
**Positive Engagement:**
Uses caring relationships, effective messaging and a positive school climate to motivate daily attendance.

**Actionable Data:**
Is accurate, accessible, and regularly reported in an understandable format.

**Shared Accountability:**
Ensures chronic absence is monitored & reinforced by policy.

**Capacity Building**
Expands ability to work together to interpret data, engage in problem solving, and adopt best practices to improve attendance.

**Strategic partnerships**
Between district and community partners address specific attendance barriers and mobilize support for all ingredients.
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
The primary purpose of an attendance team is to organize the school’s attendance strategy and foster improved attendance for all students.
Specific Functions of the Attendance Team Include:

1. **Coordinate** the whole school’s multi-tiered strategy to reduce chronic absence by implementing evidence-informed prevention and early intervention.

2. **Match strategies with root causes**: Adopt strategies that address the needs of individual and groups of chronically absent students using qualitative and quantitative data.

3. **Triage**: Provide triage to ensure students receive needed supports from both the school and community.
The Attendance Team Should be Led by the School Principal and Have Diverse Representation
Today’s Panel

**Dolores (Doddie) Espinosa**
Assistant Principal
Lavaland Elementary School
Albuquerque, NM

**Lindsay Wisely**
Principal
Antioch Middle School
Antioch, CA

**Daphne Strader**
Director of Coordinated School Health
Albuquerque School District
Albuquerque, NM

**Lukas Weinstein**
Senior Director, Regional Initiatives
Children’s Aid National Center for Community Schools
New York, NY
Tiered Attendance Process
Lavaland ES Tier I Interventions
- Attendance Policy sent out to parents at the beginning of the school year for signatures confirming Policy has been read
- Celebrations for individual students with perfect attendance – no tardies, no early exits (Movies, dances, play days, treats)

Lavaland ES Tier II Interventions
- Walking School Bus (WSB) - Organization
- Wake up calls (like a hotel wake up call) to 10 students who wake up late Through Robo-call system

Lavaland ES Tier III Interventions
- Student Success Plans/Health & Wellness meetings held with counselor, parents, teachers, and administration
- During Parent/Teacher Conferences notices shared indicating total absences (excused and unexcused), tardies, and early exits for students
  - Notices were generated on chronically absent %
  - Notice included student’s short cycle assessment (SCA) scores in ELA and math along with more research
  - Parents and teachers signed at parent/teacher conference. Admin. present at some conferences

Attendance Team
- Administrator, Counselor, Family Liaison, Clerk, Health Assistant, District Support

Lavaland Chronic Absence
SY 2016/2017 vs. SY 2017/2018

<table>
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<th>8/14/17 - 4/11/18</th>
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<td>7.2%</td>
<td>6.9%</td>
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ALBUQUERQUE PUBLIC SCHOOLS
Community and Team Approach
- Vision of being restorative school where everyone feels welcome
- Adults build community and relationships – shift in mindsets
- Students feel welcome and connected

The Teaching Attendance Curriculum has taught us about creating a school wide attendance culture (Tier 1)
- A culture that is inclusive and includes a focus on attendance from all staff members.
- The importance of positive and supportive message to parents and students. Taking time to listen and provide the necessary supports.
- SART at Tier 2
Attendance Team

- Principal
- Attendance Clerk
- Restorative Practice Teacher
- Bilingual Counselor
- History Teacher
- Special Education Instructional Aide
- AVID Lead Teacher
A Concrete Model and Room to Innovate

• APS Tiered Approach to School Attendance
  • School level interventions
  • Student / family level interventions

• School Community based Strategies
District and School Administrator Support and Expectations

• Superintendent’s Big 5 Goal

• District Attendance Performance Framework
  • Support to move into Chronic Absence work

• Investments in Student Information System

• Investments in District Attendance Specialists / Social Workers

• Principal Leadership
Best Practices, Supports, and Time to Plan

- District staff research of best practices, models and frameworks
- Tools for Schools
- DATA!!
- Attendance Team Conference
- Regular place and time for team meetings
  - Redirecting the work to accommodate
- District Attendance Specialist coaching / technical assistance
Strategies: District and Site Level

- Understand the context of the current situation
- Develop a tiered intervention strategy to address chronic absenteeism
- Develop protocols at both the system and site levels to ensure strong implementation and continuous improvement
Accurate and Actionable Data

- **District Level**
  - Aggregate District Level Data
    - Average Daily Attendance
    - Attendance Cohorts
      - 90-100%
      - 80-89%
      - 70-79%
  - Site Level Data
    - Average Daily Attendance
    - Attendance Cohorts
Accurate and Actionable Data

- **Site Level**
  - Average Daily Attendance
    - Period by Period when Applicable
  - Attendance Cohorts
  - Discipline
  - Grades
  - Credit Accumulation
  - Interventions
    - We need to know WHO to target, and WHY
Common Pitfalls

- **Doddie**: Sometimes as a team we are a little negative and want punitive measurements with the severe chronic absentees/parents rather than being proactive, supportive and positive.

- **Daphne**: The efforts of a team the sits on an island are hard to sustain.

- **Lukas**: Getting whole school support to implement Tier I strategies.

- **Lindsay**: Forgetting to engage the support of the entire staff.
Announcements

Cecelia Leong
Associate Director for Programs
Attendance Works
What is Teaching Attendance?

Click on the course below and start learning today!

Module 1 - Why Teach Attendance?
Module 2: Creating a Culture of Attendance
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 – Limited release - Summer 2018)*
Cultivating a Welcoming Environment

Everyday Strategies

Here are some everyday actions that help build relationships. Select each image to see a simple, but effective approach.

Personalize taking roll by greeting students by name; welcome students back after an absence.

http://www.attendanceworks.org/resources/teaching-attendance-curriculum/
Building Positive Relationships

http://www.attendanceworks.org/resources/teaching-attendance-curriculum/
Using Effective Messaging

In this section, we’ll explore:
• A common misperception about attendance that schools often have.
• Several misconceptions that families have around attendance.
• Ways we can counter those beliefs to help improve attendance.

You’ll also play a “What Would You Do?” scenario and make choices for how to best communicate with families about attendance.

http://www.attendanceworks.org/resources/teaching-attendance-curriculum/
Recognizing Good and Improved Attendance

Making Incentives Meaningful

Understanding and using incentives is an essential skill for any educator and can serve multiple purposes. *Select each purpose to see ways to make recognition and rewards meaningful.*

- Build a sense of pride and belonging.
- Strengthen relationships.
- Prize learning.
- Reinforce good and improved attendance.
- Help students internalize the value of attendance.

* Purposes of Attendance Incentives

Combating Attendance Dips

Do you notice a pattern as to when attendance dips in this school year? *Select each area to see how attendance correlates to calendar and weather events.*

http://www.attendanceworks.org/resources/teaching-attendance-curriculum/
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 1: Why We Teach Attendance and Module 2: Creating a Culture of Attendance

• Enjoy!
Questions from the Audience
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 15:** Annual Brief

http://awareness.attendanceworks.org/resources/webinars/
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
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!
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
Register Now!

GLR WEEK
PHILADELPHIA, PA
JULY 23–27, 2018

www.gradelevelreading.net/glrweek
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And special appreciation to our philanthropic partners:

Campaign for Grade-Level Reading
The California Endowment
Support AAC 2018

http://www.attendanceworks.org/donate/
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/working-together-2018

Thank you!