



The Secret Formula 1+2+3:

Improving Attendance for Our Most Vulnerable Students





Welcome



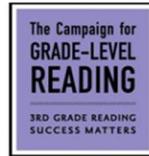
Ayeola Fortune

Director, Youth Success in Education

United Way Worldwide



Convening Partners





2016 By the Numbers

- More than **431** communities in **47** states plus DC pinned on the Attendance Action Map
- **203,294** website page views in September
- Over **10,000** listserv subscribers
- **1,571** media hits
- **7,458** tweets using #schooleveryday creating **15.8 million** impressions
- **455** superintendents signed Call to Action appearing in EdWeek



2017 Campaign Goals

1. **Expand the public's awareness** of the important role that regular attendance plays in student achievement as well as the need to address common barriers to getting to school particularly for our most vulnerable children. Given its impact on early attendance, we promote special attention to challenges related to physical and behavioral health;
2. **Promote** schools and community partners using data to drive and take action; and
3. **Activate a wide array of stakeholders** (educators and a wide array of likely and unlikely public agencies and community allies) to partner with students and families to reduce chronic absenteeism.



Going Big in 2017

1. The 2017 Action Map is live. Be sure to put your community on the map!
<http://awareness.attendanceworks.org/map-2017/>
2. Superintendent's Call to Action: Goal is to reach 600 superintendents!
3. Look for new graphics to celebrate the 2017 AAM slogan:
Engagement = Attendance



Welcome



Hedy Chang

Executive Director
Attendance Works

**& Members of the
Attendance Works Team**



Poll Question

What percent of students in your community / district would you guess missed 35 days or more of school last year?



Agenda

1. Review of Key Concepts

2. Tier 3 Strategies

Taking a Citywide Approach

- ★ **Janet Meeks**, *City of Delray Beach*

Foster Youth

- ★ **Minsun Meeker**, *National Center for Youth Law's FosterEd CA*

Trauma-Informed Approach

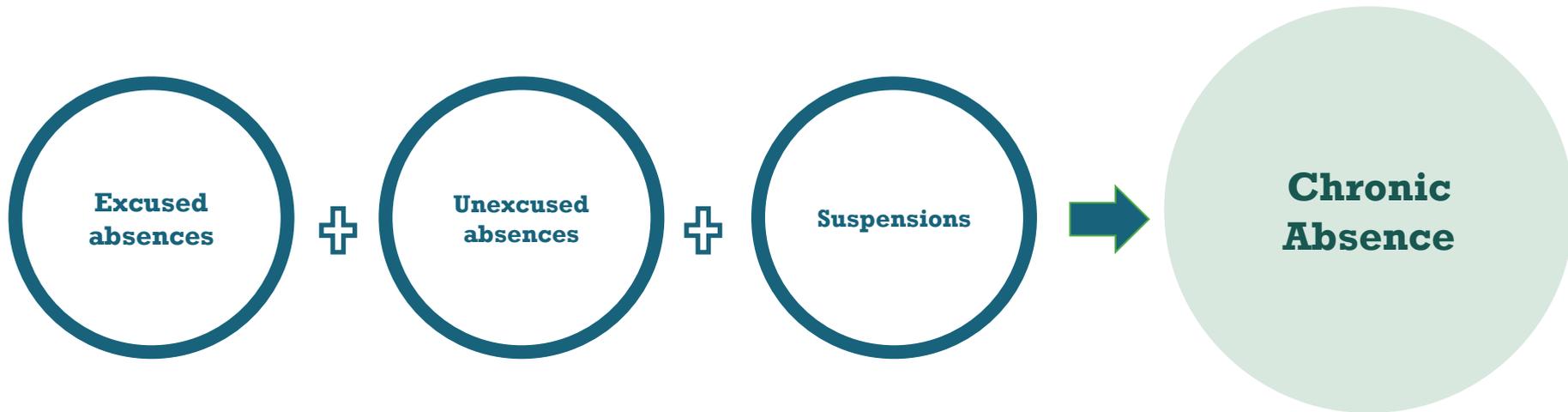
- ★ **Dr. Martha Merchant**, *UCSF HEARTS*
- ★ **Silvia Cordero**, *San Francisco Unified School District*

3. 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.**



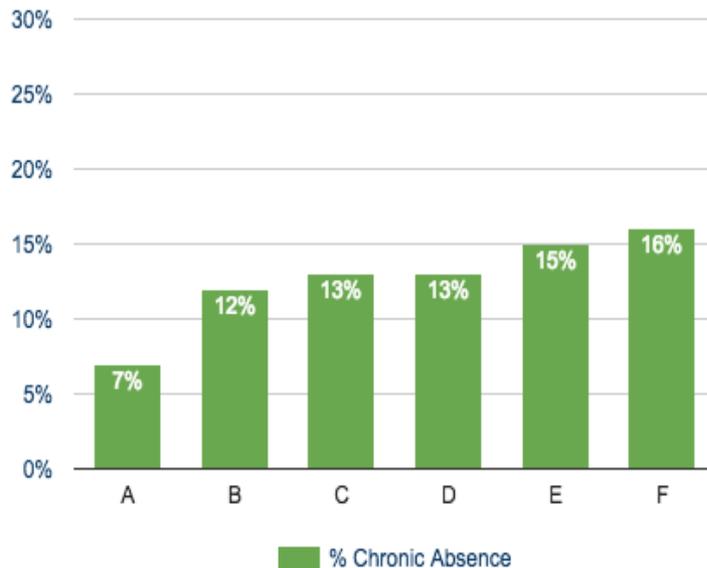
Chronic absence is different from **truancy** (unexcused absences only) or **average daily attendance** (how many students show up to school each day).



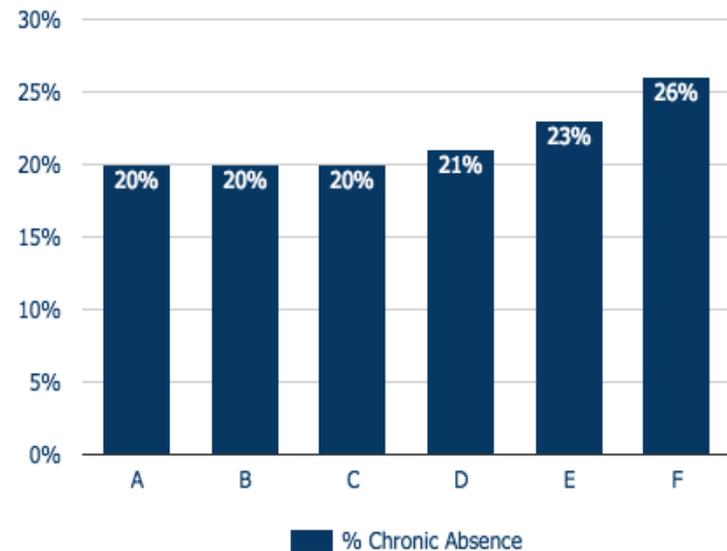
Average Daily Attendance (ADA) Can Mask Chronic Absence

90% and even 95% \neq A

Chronic Absence For 6 Elementary Schools in Oakland, CA with 95% ADA in 2012



Chronic Absence for 6 Schools in New York City with 90% ADA in 2011-12



98% ADA = little chronic absence

95% ADA = don't know

93% ADA = significant chronic absence



Chronic Absence is Easily Masked if We Only Monitor Missing Consecutive days

September					October					November					December					January				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
													X				X							
							X				X													
		X	X					X				X			X	X					X	X	X	

February					March					April					May					June				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
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X	X													X			X					X	X	
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Chronic Absence = 18 days of absence = **As few as 2 days a month**



Reflects New Paradigm on Attendance

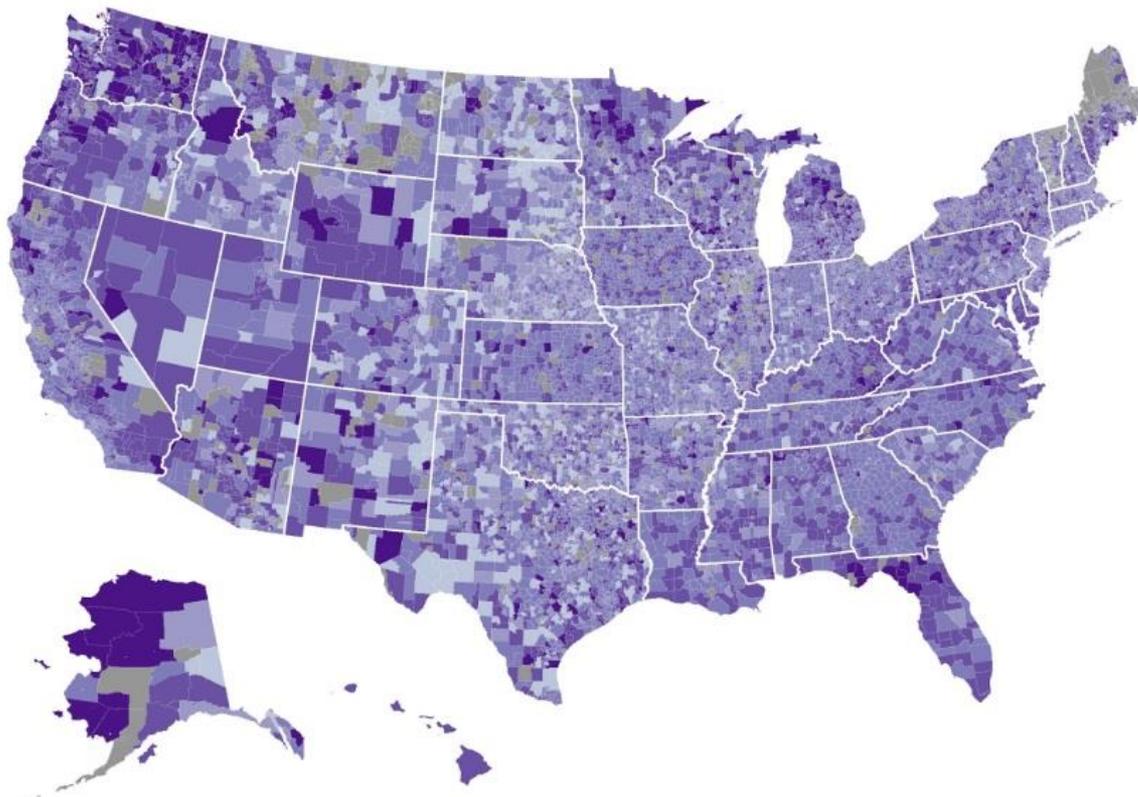
Truancy

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

Chronic Absence

- Counts all absences
- Emphasizes academic impact of missed days
- Uses preventive strategies, positive messaging

Over 6.8 million students missed 15 days or more



- **Highly concentrated:** half of the students in 4% of districts
- **Rural districts:** many have high rates of chronic absence

% 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>



Why Does Attendance Matter?

4 A School Success Framework

Attainment Over Time

Achievement Every Year

Attendance Every Day

Advocacy For All

Developed by Annie E. Casey Foundation & America's Promise Alliance
For more info go to <http://www.americaspromise.org/parent-engagement-toolkit>



Improving Attendance Matters Because it Reflects:

- ✓ **Exposure to language:** Starting in Pre-K, attendance equals exposure to language-rich environments especially for low-income children.
- ✓ **Time on Task in Class:** Students only benefit from classroom instruction if they are in class.
- ✓ **On Track for Success:** Chronic absence is a proven early warning sign that a student is behind in reading by 3rd grade, failing courses middle and high school, and likely to drop-out.
- ✓ **College and Career Ready:** Cultivating the habit of regular attendance helps students develop the persistence needed to show up every day for college and work.
- ✓ **Engagement:** Attendance reflects engagement in learning.
- ✓ **Effective Practice:** Schools, communities and families can improve attendance when they work together.

(For research, see: <http://www.attendanceworks.org/research/>)



Unpack Contributing Factors to Chronic Absence

Myths

- Absences are only a problem if they are unexcused
- Don't realize just missing 2 days per month can affect learning
- Sporadic absences aren't a problem
- Attendance only matters in the older grades

Barriers

- Lack of access to health or dental care
- Chronic illness
- Trauma
- No safe path to school
- Poor Transportation
- Housing instability
- High mobility
- Involvement with child welfare or juvenile justice system

Aversion

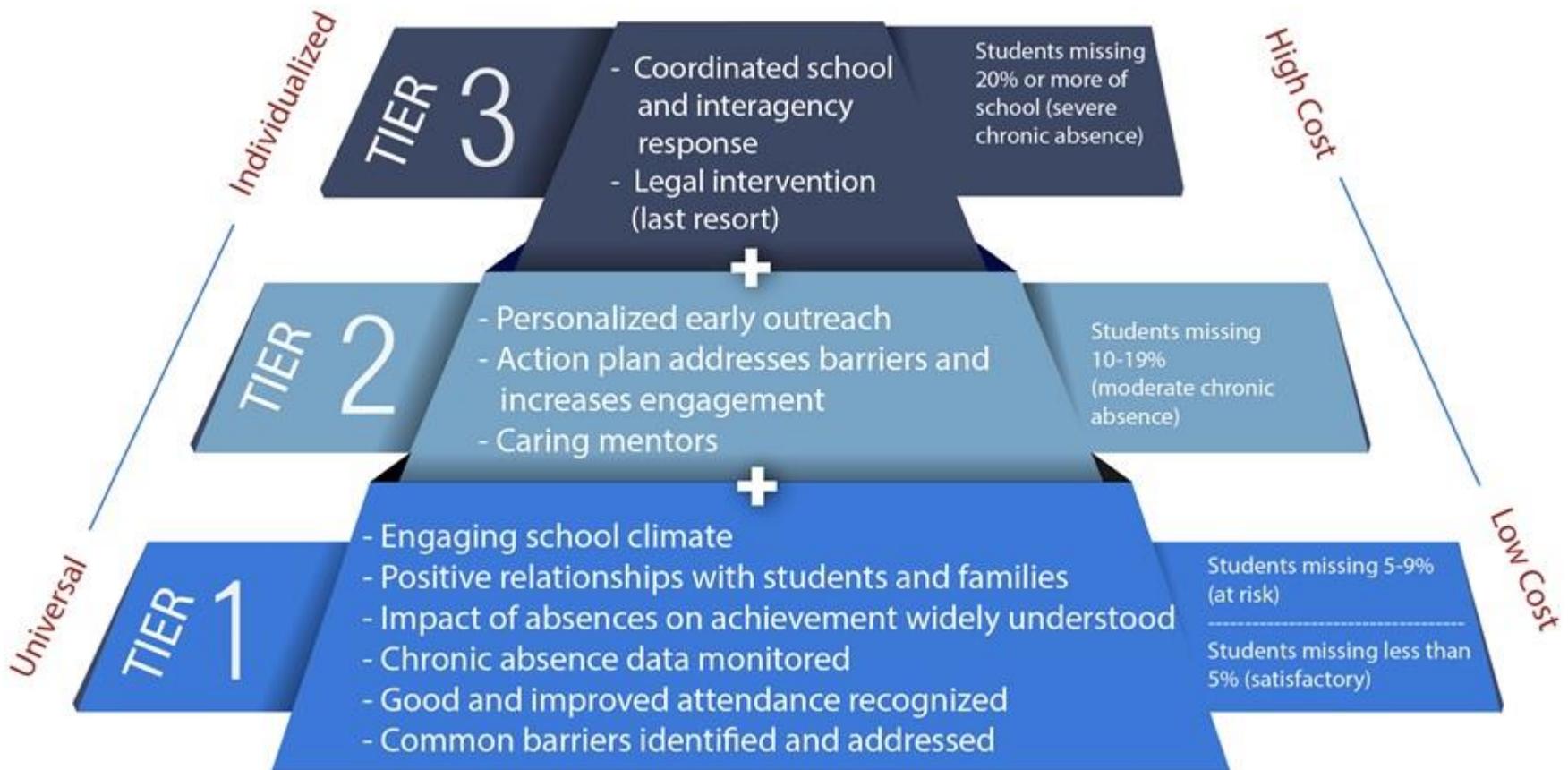
- Struggling academically or socially
- Bullying
- Ineffective / exclusionary school discipline
- Parents had negative school experience
- Undiagnosed disability

Disengagement

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

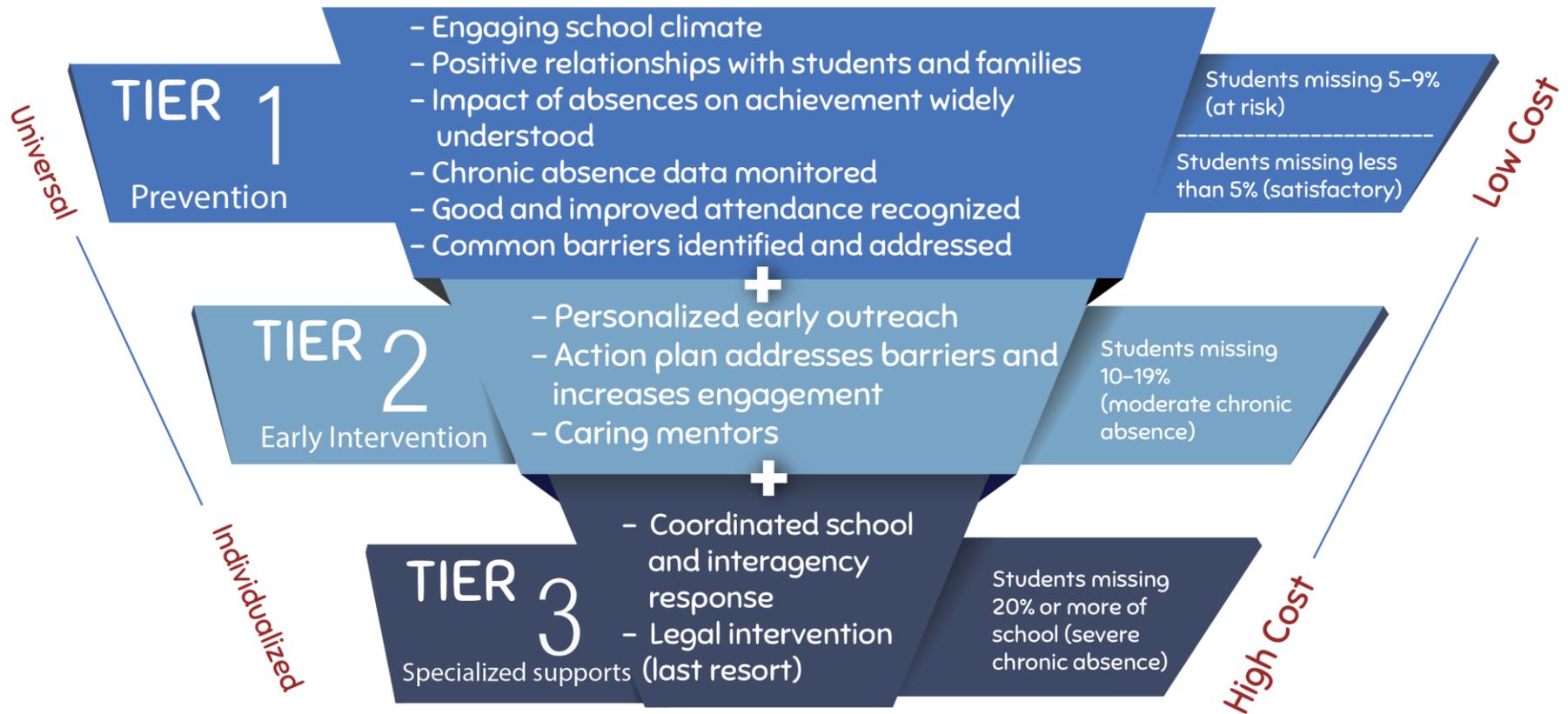


Invest in Prevention and Early Intervention





Invest in Prevention and Early Intervention



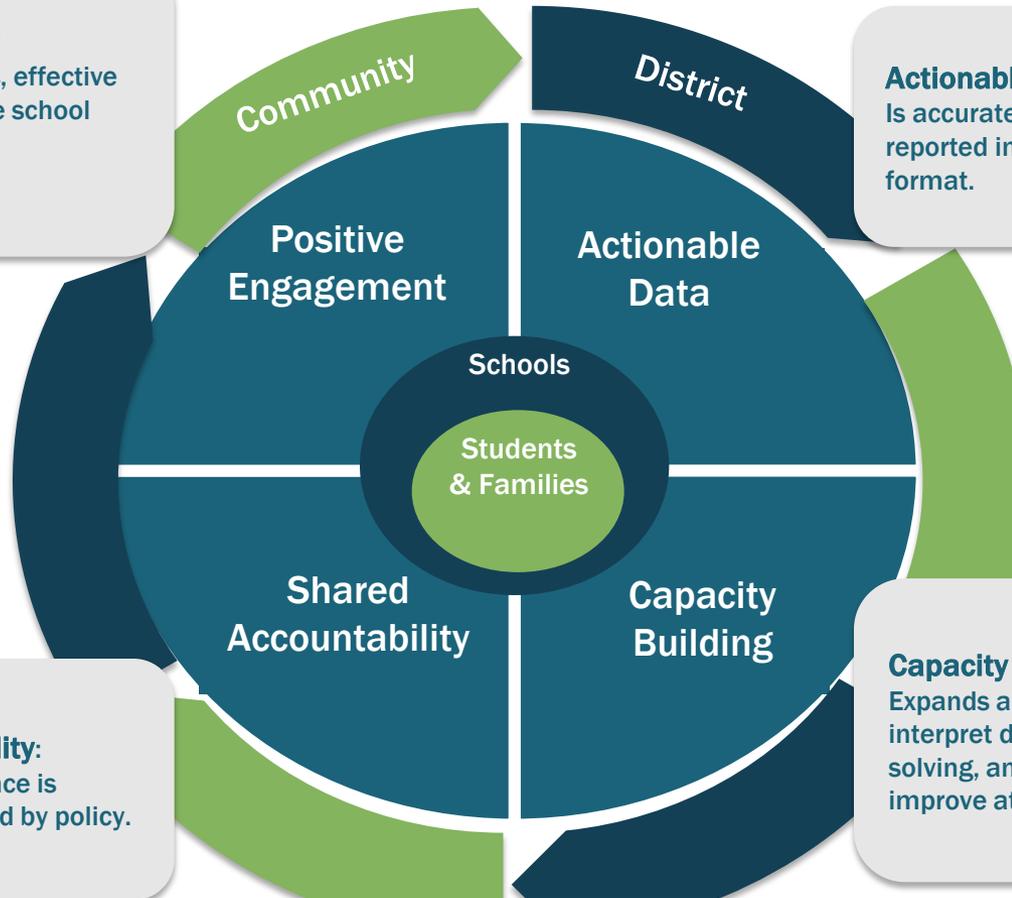
Take a Data Driven Systemic Approach

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.



Community

District

Positive Engagement

Actionable Data

Schools

Students & Families

Shared Accountability

Capacity Building

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.

City of Delray Beach, Florida





Taking a Citywide Approach



Janet Meeks

*Education Coordinator,
City of Delray Beach, Florida*



CAMPAIGN FOR GRADE-LEVEL READING

CITY OF DELRAY BEACH

Community Snapshot

Delray Beach:

- City Population – 66,255
- 8 Public Schools (6,023)
- 78% live in poverty
- 84% Minority

Palm Beach County:

- Countywide School District – 191,692 students
- 11th largest in the Nation

Attendance Focus:

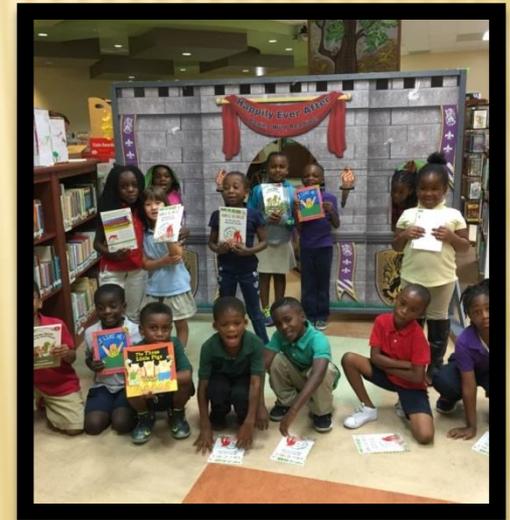
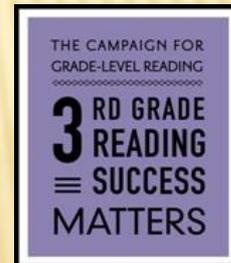
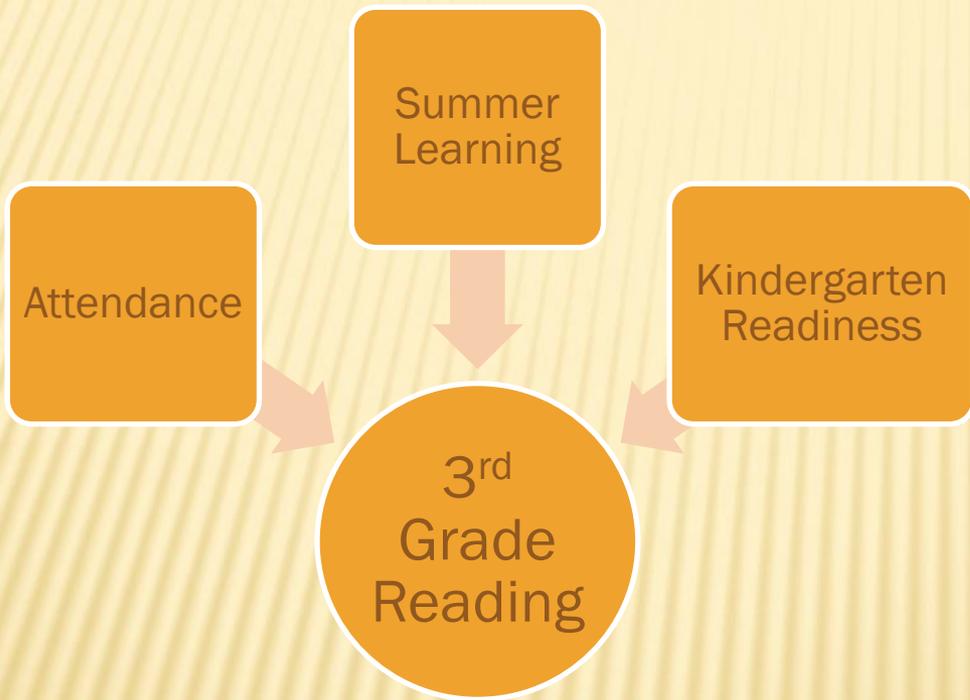
- 7 Elementary Schools
- K-3rd Grade – Citywide Cohort (2710 students)
- 2,214 FRL students (low-income)





CAMPAIGN FOR GRADE-LEVEL READING

CAMPAIGN FOR GRADE-LEVEL READING



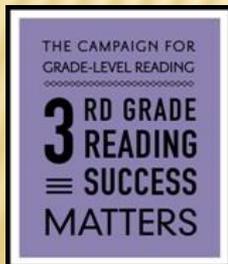
80% of students living in poverty and don't read on grade level **BY 3rd grade**
Will NOT graduate high school
Delray Beach loses **200+** high school graduates annually



CAMPAIGN FOR GRADE-LEVEL READING COMMUNITY SOLUTIONS ACTION PLAN

City of Delray Beach – Convening Entity – Office of the Mayor

- ❖ Obtained data to determine if we had an absenteeism problem
 - Chronically absent (21+ days absent); On the bubble (11-20 days absent)
- ❖ Implemented Tier 1 strategies
- ❖ Determined drivers of both cohorts via focus groups
- ❖ Set communitywide goals and created strategic 5 year plan
- ❖ Met with our principals to discuss their data and our goals
- ❖ Implemented a pilot program to reward students and parents for exemplary attendance – *Perfectly Punctual Campaign*
- ❖ Developed communitywide messaging around attendance and scaled our program communitywide using our data to keep the momentum



Memorandum of Understanding with the School District



CAMPAIGN FOR GRADE-LEVEL READING

ALL STUDENTS - TRENDED 5 YEARS

Chronic Absenteeism:

- 2012 - 8% miss 21 or more school days/year (226 students)
Goal: reduce percentage by 2.5% over 5 years
- 2016 - **Results:** 3.7% reduction over 5 years = **62%**

Emerging Pattern:

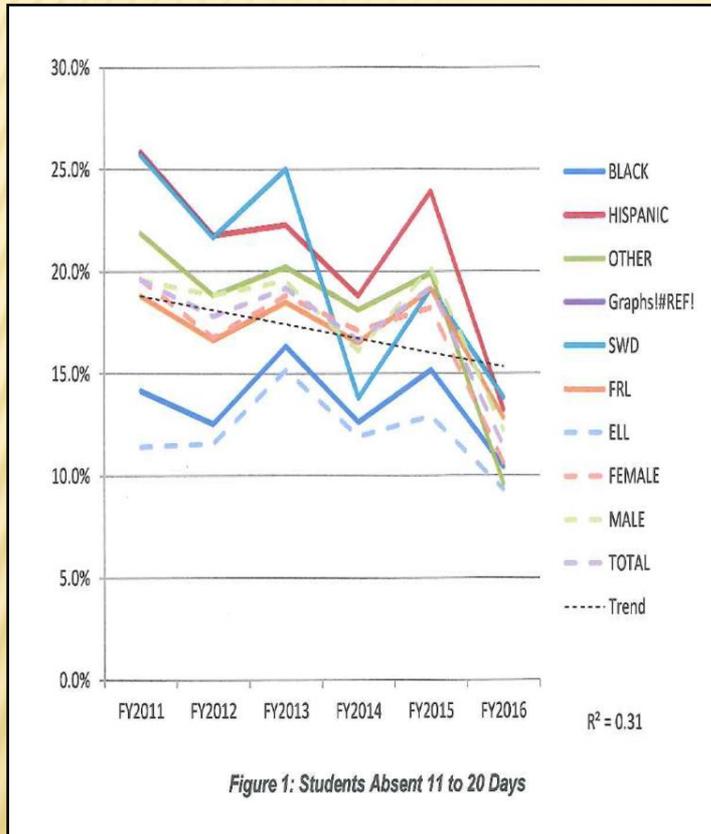
- 2012 - 20% miss 11-20 school days/year (569 students)
Goal: reduce percentage by 6.5% over 5 years
- 2016 - **Results:** 8.2% reduction over 5 years = **84%**



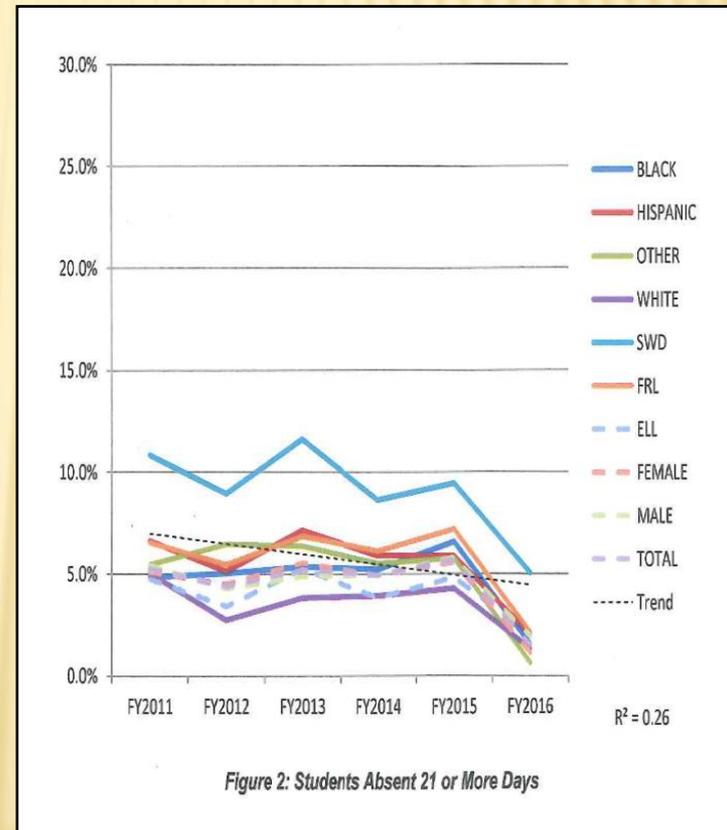


CAMPAIGN FOR GRADE-LEVEL READING

ALL STUDENT RESULTS - 5 YEAR TREND



8.2% Reduction = 84%



3.7% Reduction = 62%



CAMPAIGN FOR GRADE-LEVEL READING

LOW-INCOME CHILDREN - TRENDED 5 YEARS

2012 Chronic Absenteeism:

- **2,059** children k-3 grade cohort **76%** were on FRL
- **6.54%** of students found to be chronically absent

2016 Chronic Absenteeism:

- **2,214** children k-3 grade cohort **80%** on FRL
- **2.1%** of the student were chronically absent



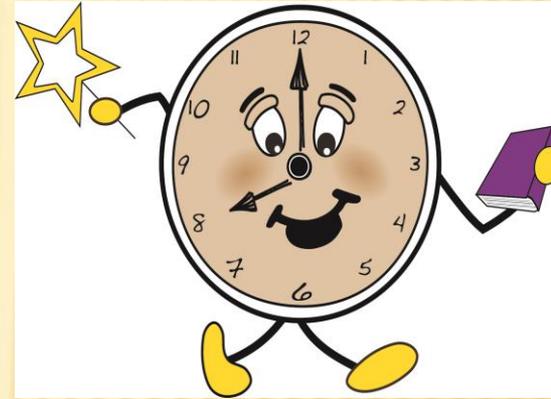
68% reduction despite 4% increase in poverty!



CAMPAIGN FOR GRADE-LEVEL READING LOW-INCOME CHILDREN – DISAGGREGATED DATA

Cohort of Low Income Children:

- **77%** Reduction for Black students!
- **66%** Reduction for Hispanic students!
- **71%** Reduction for FRL students!
- **54%** Reduction for ELL students!



Perfectly Punctual Pete



Joined Campaign for Grade-Level Reading!



Attendance Wall of Fame



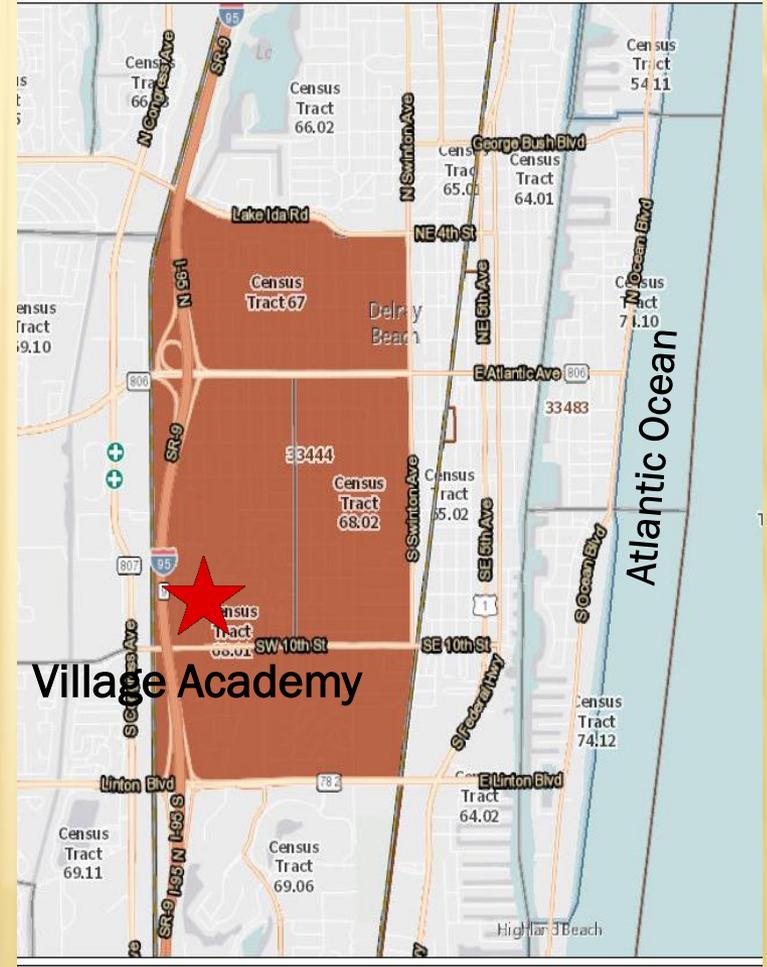
CAMPAIGN FOR GRADE-LEVEL READING

VULNERABLE FOOTPRINT

SHADED AREA – Vulnerable footprint

- Primarily African-American and Haitian
- 68% households and 78% of children live 200% BELOW Federal Poverty Level
- Moving 185 Early Head Start children to Village Academy (Pre-natal to 12th grade school)
- Engaging a wide variety of out-of-school partners
- Providing affordable childcare with family wrap around services meeting social and emotional well-being of the child
- Connecting our Campaign with HDB – Mental Health support and connection to services
- Florida Atlantic University Nursing School – screenings

Collective Impact!





Questions from the Audience



National Center for Youth Law's FosterEd CA





Foster Youth



Minsun Meeker

Director

***National Center for Youth
Law's FosterEd: California***

The Secret Formula 1+2+3: Improving Attendance for Our Most Vulnerable Students

Tuesday, August 8, 2017



Our Vision

FosterEd operates in multiple states to build a reality in which the vast majority of system-involved youth graduate high school with the widest array of possibilities for their future.

We work to ensure that students in foster care and involved in the juvenile justice system are positively engaged in school and learning, empowered to take charge of their educational futures, and have meaningful relationships with caring adults who support their educational success.

Foster Youth and Attendance

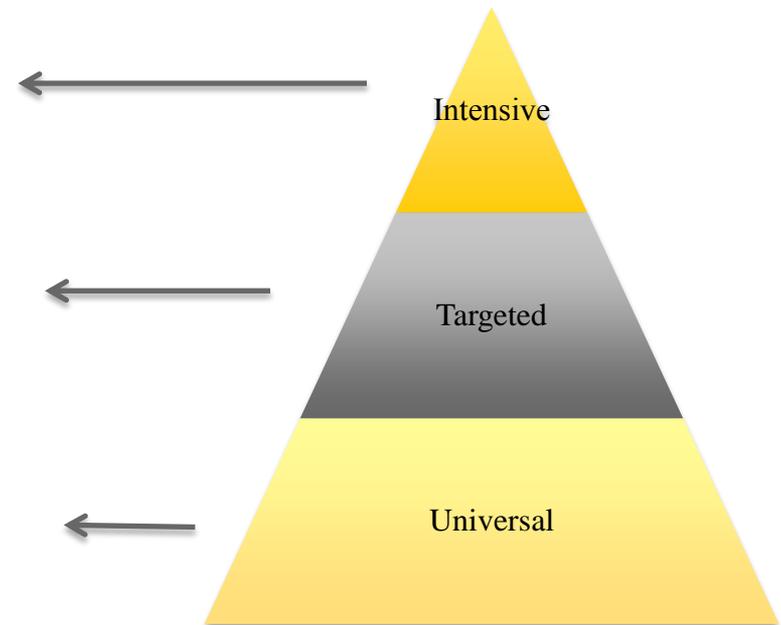
- Nationally, 1 in 100 children spent time in the foster care system in 2015
- Research consistently shows that students in foster care experience high rates of student mobility, which negatively impacts attendance
- A 2014 report from Chapin Hall at the University of Chicago found that about 1/3 of California foster students had missed at least a month of school at some point due to changes in their home placement
- A study from Policy Lab at The Children's Hospital of Philadelphia followed a cohort of children who entered foster care in Philadelphia between 2006 and 2008, and found those children missed twice as many school days as children in the district overall

FosterEd's Systems Improvement Framework – Tiered Interventions

Education Liaisons (mentors) provide individualized and long term (18 month to 2-year) intensive interventions (weekly) serving highest needs students.

Responsive Education Liaisons provide short-term (3-4 month) youth-level interventions triggered by a pressing student need putting them at risk of dropout.

Successful implementation of system-level policies and practices ensuring youth are accessing academic and SEL interventions intended for all students





FosterEd

Champions for System-Involved Scholars

Practice Framework



Promoting student empowerment, connections, and engagement

Working with Education Champions to Improve Student Attendance

FosterEd strategies to improve student attendance include working with **Education Champions** on each of the following:

- Understanding the importance of consistent attendance
- Strategies to encourage the student to attend school regularly
- Improving communication between school and home to encourage and ensure regular attendance

Working with Education Teams to Improve Student Attendance

FosterEd strategies to improve student attendance include working with **Education Teams** on each of the following:

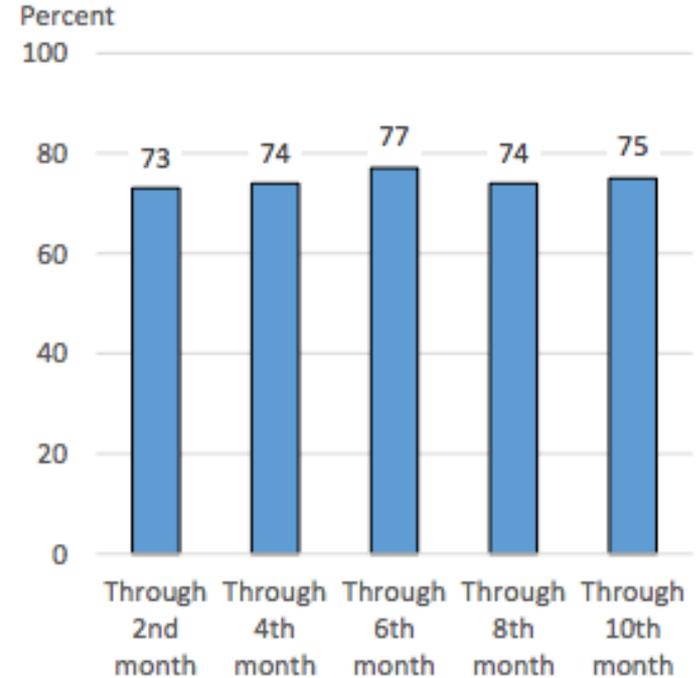
- Setting clear goals to improve student attendance
- Ensuring that each broad goal related to student attendance has associated action steps and intermediate milestones
- Encouraging all team members to take on some actions and responsibilities related to attendance goals

Evidence of Effectiveness

An [independent evaluation](#) of FosterEd's work in Santa Cruz County found the following:

- About two-thirds of students who entered FosterEd without very high attendance rates increased their attendance rates (see graph at right)
- The vast majority of students who entered FosterEd with a very high attendance rate maintained it

Percent of foster youth who increased their attendance, among those who entered with less than a 95% attendance rate



What can schools do to support foster youth attendance?

1. Support students in staying in their school-of-origin, provide transportation when necessary by implementing the foster youth education stability/transportation provisions of the federal ESSA
2. Raise attendance issues ASAP with student's "team" – e.g., caregivers, education rights holder, social workers, and other supportive adults in the student's life – and coordinate strategies to improve attendance
3. Provide professional development opportunities for staff on the needs of foster youth students, particularly around trauma-informed care and connecting with caregivers

For More Information

Minsun Park Meeker

mmeeker@youthlaw.org

213-988-7091

National Center for Youth Law: www.youthlaw.org

FosterEd: www.foster-ed.org

Sources

Courtney, M. E., Charles, P., Okpych, N. J., Napolitano, L., & Halsted, K. (2014). Findings from the California Youth Transitions to Adulthood Study (CaYOUTH): Conditions of foster youth at age 17. Chicago, IL: Chapin Hall at the University of Chicago

Rubin, D., O'Reilly, A., Zlotnik, S., Hendricks, T., Zorc, C. Matone, M. & Noonan, K. (2013). Improving Education Outcomes for Children in Child Welfare. Policy Lab Evidence to Action. Philadelphia: The Children's Hospital of Philadelphia



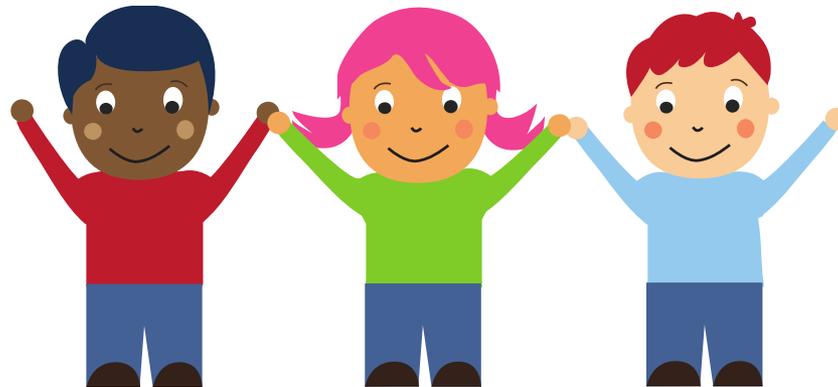
Questions from the Audience



UCSF HEARTS

(Healthy Environments and Response to Trauma in Schools)

San Francisco Unified School District





Trauma-Informed Approach



Dr. Martha Merchant

Psychologist

UCSF HEARTS



Silvia Cordero

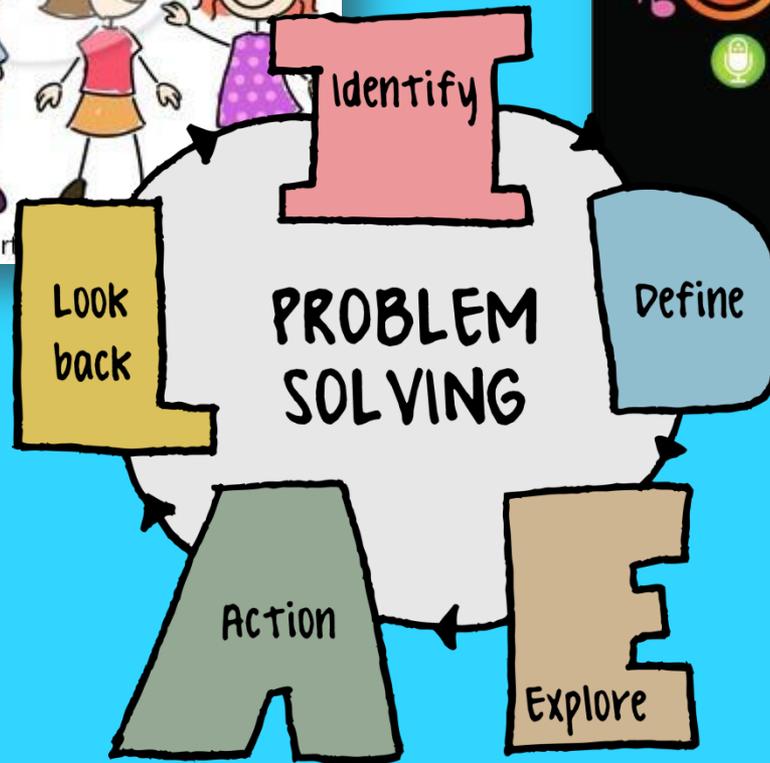
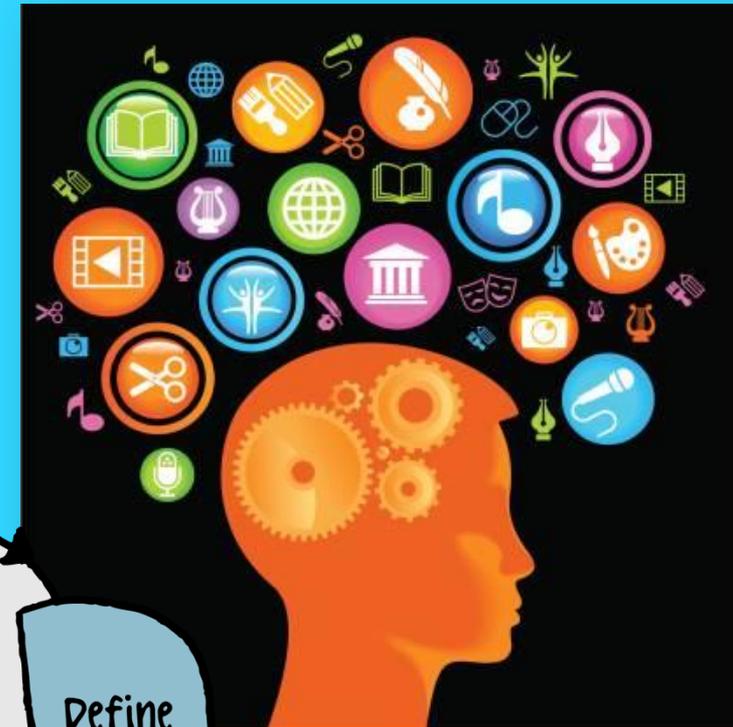
Principal

San Francisco Unified School District



El Dorado

Cognitive Skills that Can Be Affected by Complex Trauma

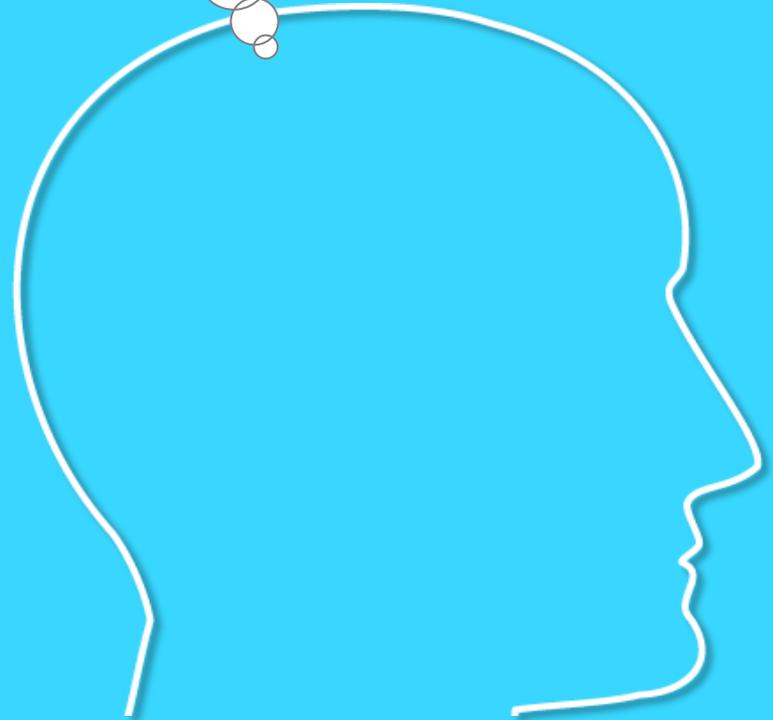


(Cole et al., 2005)

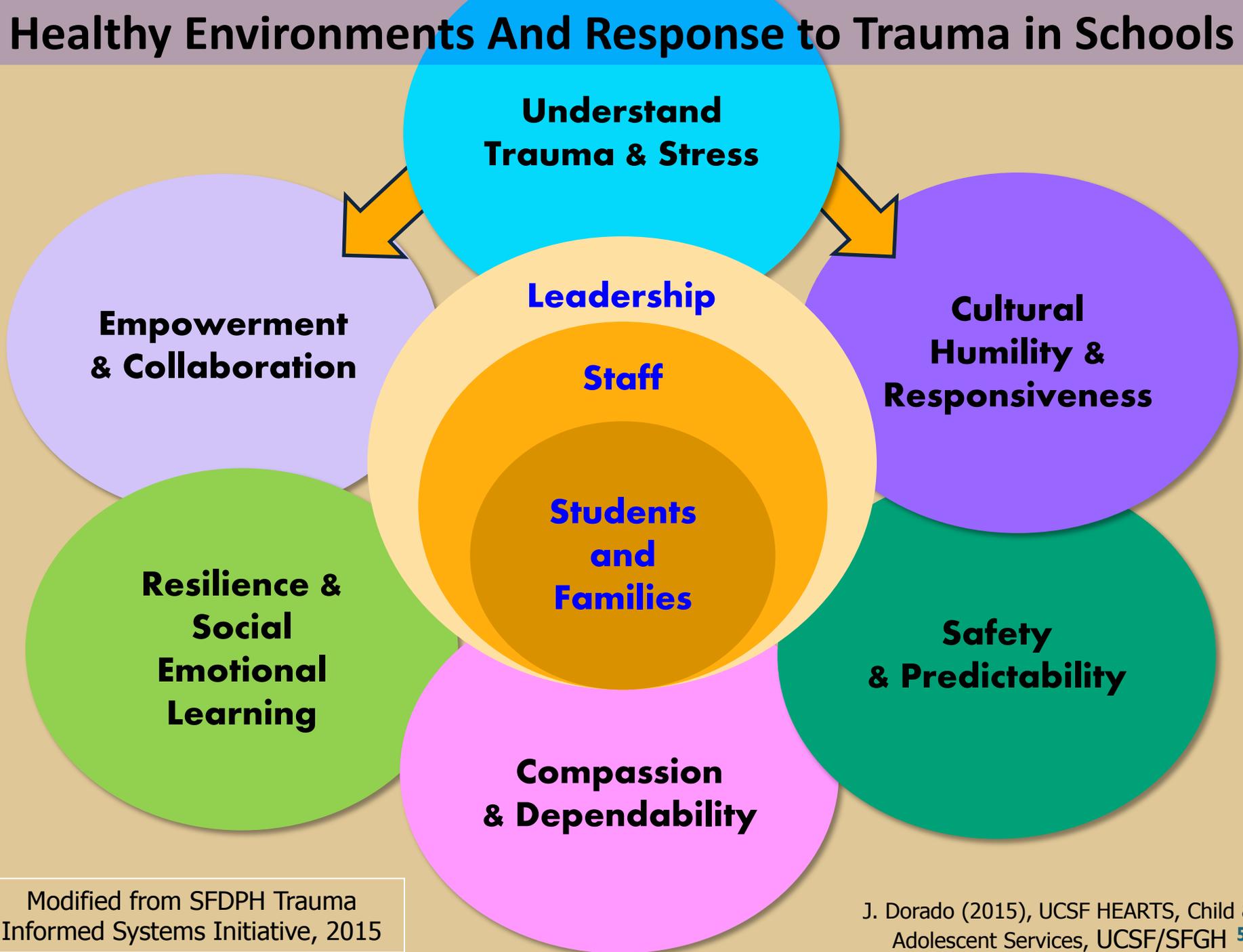
Shift Your Perspective

**What is
wrong with
you?!**

**What has
happened
to you?**

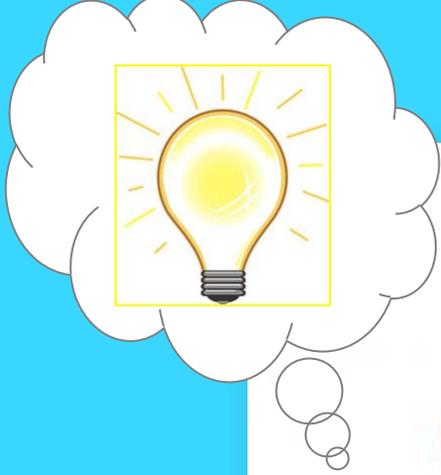


Healthy Environments And Response to Trauma in Schools



Modified from SFDPH Trauma Informed Systems Initiative, 2015

J. Dorado (2015), UCSF HEARTS, Child & Adolescent Services, UCSF/SFGH 50

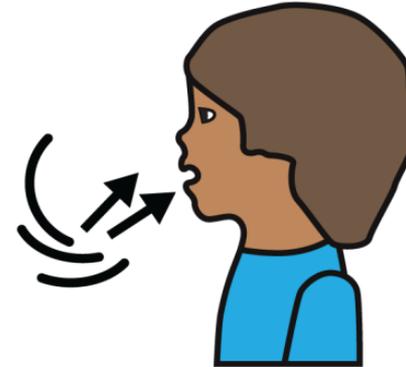


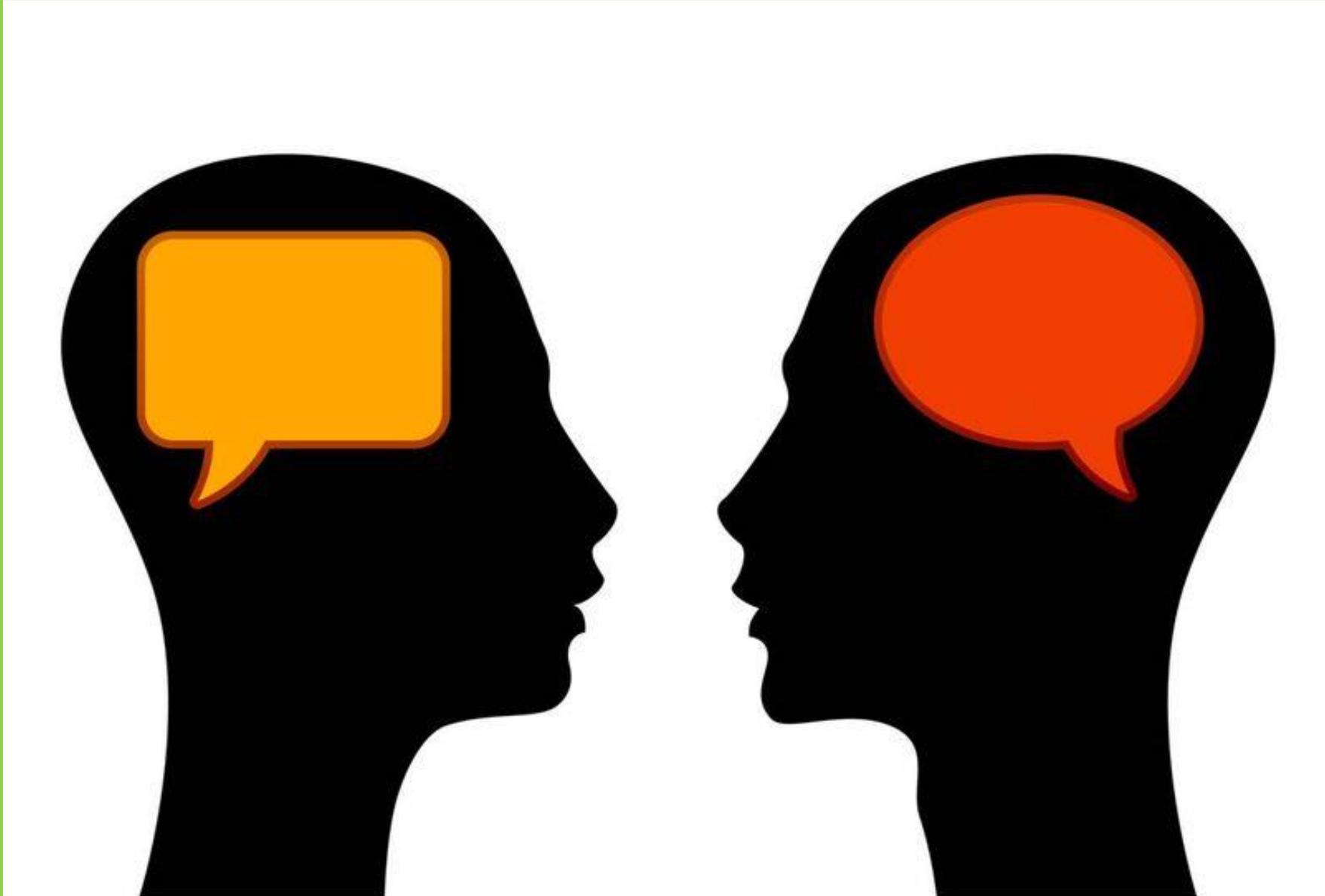
Understanding Trauma and Stress

Classroom Strategy: Brain Breaks for Stress Relief



Take deep breath







More informed staff

**Established common school-wide
practices/language**

**Talking about social emotional
development alongside academic
development**



**17 % decrease in chronic
absenteeism**

27% increase in time on task

36% increase in time in class

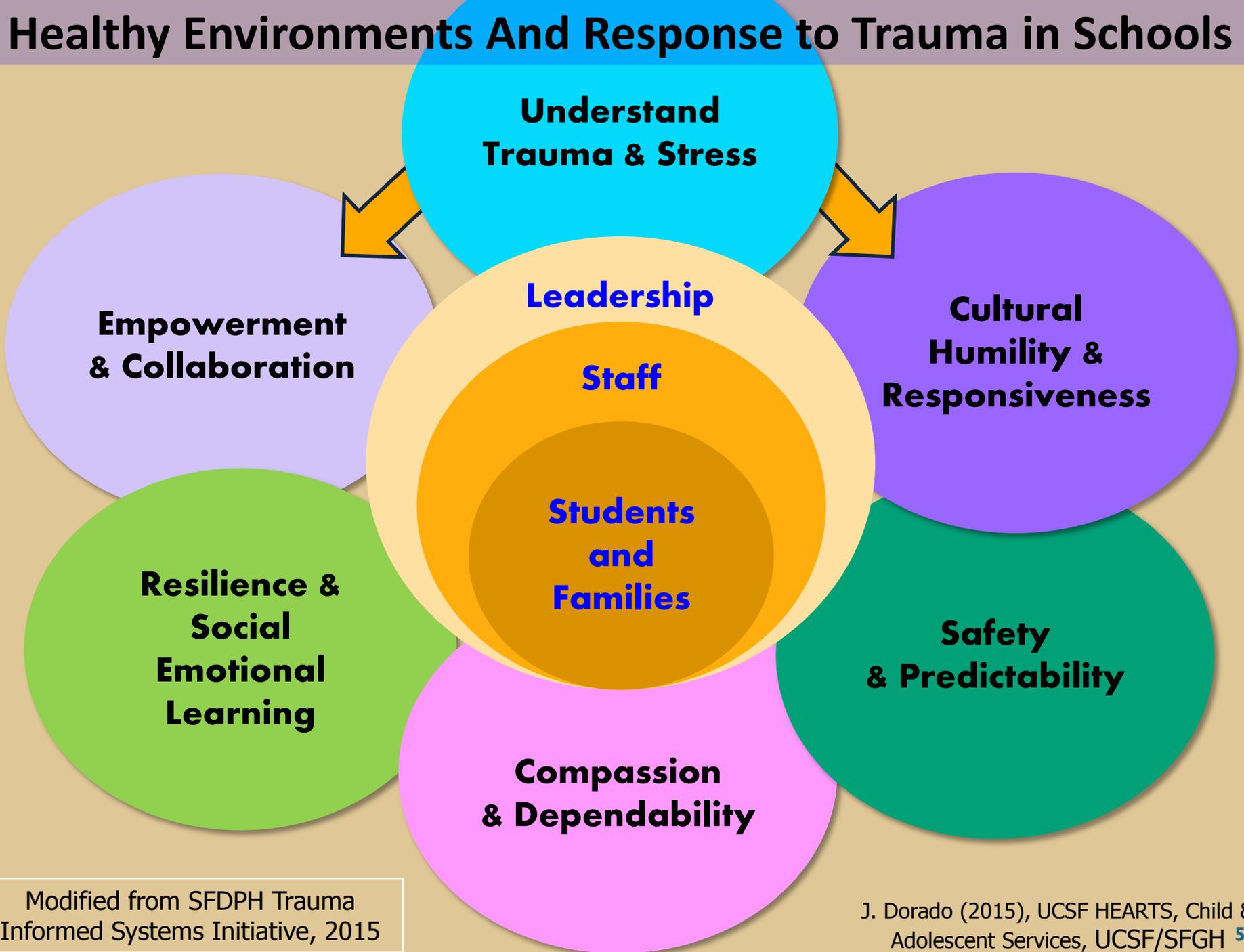
(year end surveys at all schools)

87% decrease in referrals

95% decrease in suspensions

(after 5 years in one school)

Healthy Environments And Response to Trauma in Schools



Resources

- National Child Traumatic Stress Network
 - www.nctsn.org
 - For Educators: Resources for School Personnel
- Massachusetts Advocates for Children: Trauma and Learning Policy Initiative
 - Helping Traumatized Children Learn (Cole et al.)
 - Freely downloadable at traumasensitiveschools.org/
- Reaching and Teaching Children Who Hurt: Strategies for Your Classroom (Susan Craig)
- Fostering Resilient Learners (Kristin Souers & Peter A. Hall)
- Culturally Responsive Teaching and the Brain (Zaretta Hammond)

Resources

- The Restorative Practices Handbook for Teachers, Disciplinarians and Administrators (Costello, Wachtel, & Wachtel)
 - www.iirp.org
- The Heart of Learning: Compassion, Resiliency, and Academic Success (Ray Wolpov, et al.)
 - Freely downloadable at the website below
 - <http://www.k12.wa.us/CompassionateSchools/HeartofLearning.aspx>
- Lost at School (Ross Greene) (Collaborative Problem Solving)
 - www.livesinthebalance.org
- Mindfulness in Education
 - www.mindfuleducation.org/resources.html

Acknowledgements

- Lynn Dolce, MFT, for collaboration on UCSF HEARTS Training of Trainers Curriculum
- San Francisco Unified School District
- Massachusetts Advocates for Children: Trauma and Learning Policy Initiative
- UCSF HEARTS made possible through generous funding from **Metta Fund**, as well from the John and Lisa Pritzker Family Fund; the SF Dept. of Children, Youth, and Their Families (Mayor's Wellness Fund); Lieff, Cabraser, Heimann & Bernstein, LLP; The Tipping Point Foundation; and SFUSD School Improvement Grant (SIG) funds



Questions from the Audience



Discussion





Announcements



Cecelia Leong

Associate Director for Programs

Attendance Works

Mentoring *In Real Life* & Attendance Week



The graphic is a promotional poster for a Twitter chat. It features a light blue background. In the top left corner is a circular logo with the text 'ATTENDANCE AWARENESS 2017' and 'ENGAGEMENT = ATTENDANCE' around the perimeter, and an illustration of a man and a woman talking. Below this is the MENTOR logo, which consists of a colorful geometric shape made of triangles and the text 'MENTOR THE NATIONAL MENTORING PARTNERSHIP'. To the right of these elements, the text 'MENTORING & ATTENDANCE Twitter Chat' is written in blue, followed by 'Wednesday, Sept. 13 at 3 PM EST/ 12 PM PST'. The bottom half of the graphic is a photograph of a graduation cap with the hashtags '#MentorIRL' and '#SchoolEveryDay' overlaid in white text.

ATTENDANCE AWARENESS
2017
ENGAGEMENT = ATTENDANCE

MENTORING &
ATTENDANCE
Twitter Chat

Wednesday, Sept. 13 at
3 PM EST/ 12 PM PST

MENTOR
THE NATIONAL MENTORING PARTNERSHIP

#MentorIRL
#SchoolEveryDay

- September 11-17, 2017
- Week is focused on amplifying the message that quality mentoring *In Real Life* can be instrumental to improving attendance and academic success.
- Join us for an engaging Twitter chat 9/13!
- Promotional toolkit will be available soon with social media messages, graphics and more.

#PromiseChat Twitter Chat

Working Together to Reduce Chronic Absence

Thursday, August 17

3:00pm ET/2:00pm CT



EVERYONE
GRADUATES
CENTER



Attendance
Works

Advancing Student Success By Reducing Chronic Absence



**#PromiseChat: Working Together to Reduce Chronic Absence
Thursday, August 17, 2017 3-4 PM ET**

Join **America's Promise Alliance**, **Attendance Works** and **Everyone Graduates Center** for an interactive Twitter chat on what schools and communities can do to reduce chronic absence this school year. Use **#PromiseChat** & **#SchoolEveryDay** to follow and engage during the conversation!



Resources Available

- ★ Attendance Campaign Webinar Series
- ★ Regular Email Blasts to Campaign Supporters
- ★ Count Us In! Toolkit
- ★ Attendance Awareness Month Website
- ★ Research Brief



Join for the Entire 2017 Webinar Series

- ★ **March 28:** Reducing Chronic Absence: It's a Matter of 1, 2, 3!
- ★ **May 23:** It Takes Two: Adding Early Intervention Strategies to Address Chronic Absence
- ★ **August 8:** The Secret Formula 1+2+3: Improving Attendance for our Most Vulnerable Students
- ★ **September 12:** Portraits of Change

<http://www.attendanceworks.org/peer-learning-resources/>



Support AAC 2017



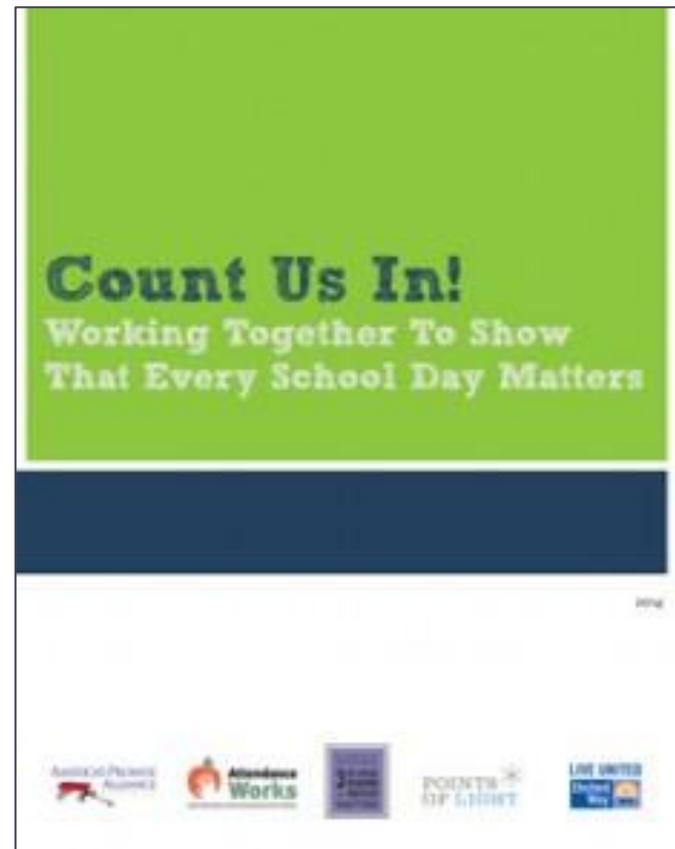
<http://www.attendanceworks.org/donate-to-attendance-works/>



The Essential Resource for Planning

- Download our free materials and toolkit and share with local districts.
- Encourage schools and community partners to join our listserv: 10,000+ members.

PROMOTE LOCALLY



What to Do When: At a Glance



Let's get started!

- Convene coalition
- Recruit partners
- Meet with district
- Enlist health care providers
- Launch poster contests 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!





Pin on the 2017 Action Map

Post your
community's plans
for Attendance
Awareness Month
2017 on the map!



<http://awareness.attendanceworks.org/aam-map-form-2017/>



Superintendent's Call to Action

**Deadline for
EdWeek Ad:
September 1st**

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



Webinar Recording

We will post a recording of this webinar within
72 hours at:

<http://www.attendanceworks.org/peer-learning-resources/>



Feedback

Please let us know how we can improve:

<https://www.surveymonkey.com/r/Secret-Formula>

Thank you to our sponsors!

With special appreciation to:

Campaign for Grade-Level Reading
Kellogg Foundation
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