



Leadership for Sustainability: Superintendents Making a Difference

Attendance Awareness Campaign 2024 – Webinar 4 of 4

September 25, 2024

www.attendanceworks.org



Welcome!



S. Kwesi Rollins

Senior Vice President for Leadership & Engagement
Institute for Educational Leadership
Chair, Advisory Board, Attendance Works



Hedy N. Chang

Executive Director
Attendance Works

About the Institute for Educational Leadership

IEL acts as a catalyst and capacity builder at the intersection of education, community collaboration and workforce development to effectively promote equity and better opportunities for all children and youth. IEL:

- ✓ identifies and implements innovative strategies particularly where educational, economic and social challenges or gaps exist.
- ✓ has developed, trained and supported thousands of leaders across various networks.
- ✓ works at the local, state and national level, investing in community leaders of all ages, stages and sectors.

To learn more visit: www.iel.org



About Attendance Works

Attendance Works advances student success and closes equity gaps by reducing chronic absence. Operating at the local, state, and national level, Attendance Works:

- ✓ Advances better **policy**
- ✓ Nurtures proven and promising **practice**
- ✓ Promotes meaningful and effective **communication**
- ✓ Catalyzes needed **research**

Since our launch in 2010, we have become the nation's “go-to” resource for improving student attendance. To learn more, visit our website: www.attendanceworks.org

Agenda

I. Welcome

II. Attendance Awareness Campaign and Key Concepts

Kwesi Rollins, Senior Vice President for Leadership & Engagement, IEL
Hedy Chang, Executive Director, Attendance Works

III. Back to the Classroom: National Survey of Parents

Derrick Feldmann, Managing Director, Ad Council Research Institute

I. The Role of Superintendents

- ❖ **Dr. Tiffany Anderson**, Superintendent, Topeka Public Schools, Kansas
- ❖ **Dr. Angela Chapman**, Superintendent and CEO of Columbus City Schools, Ohio
- ❖ **Andrés Zamora**, Superintendent, Livingston Union School District, California

V. Closing Reflections & Resources

Convening Partners AAC 2024!



See the full list of national and state campaign partners here: <https://awareness.attendanceworks.org/partners-2/>



**Welcome our new AAC
Collaborating Partners!**



**EDUCATION
COMMISSION**
OF THE STATES

Your education policy team.



**PROVING
GROUND**



Slogan for 2024!

Be Present, Be Powerful!



Attendance Awareness Campaign 2024

Webinar Series

Register here: <https://www.attendanceworks.org/resources/webinars/>

Note: Each session is accompanied by a discussion guide that can be used for webinar parties.

Webinar 1 On the Front Line of Attendance and Engagement: The Crucial Role of Teachers Wednesday, April 3, 12pm-1:30pm PT / 3pm-4:30 pm ET (*recording available*)

Webinar 2 Essential Partnerships for Showing Up to School: Families, Youth and Community Wednesday, May 15, 12pm-1:30pm PT / 3pm-4:30 pm ET (*recording available*)

Webinar 3 Creating a Culture of Belonging and Engagement: Principals in Action Wednesday, August 7, 12pm-1:30pm PT / 3pm-4:30 pm ET (*recording available*)

Webinar 4 Leadership for Sustainability: Superintendents Making a Difference Wednesday, September 25, 12pm-1:30pm PT / 3pm-4:30 pm ET **Today!**

2024 Theme: Be Present, Be Powerful!

Selected Key Messages

- ❖ Ensuring students get to school provides opportunities for them to progress academically, develop socially and reach for their dreams.
- ❖ Building trusting relationships that promote belonging is critical for improving student attendance.
- ❖ Supporting the health and well-being of students, families and school staff improves attendance.
- ❖ An all-hands-on-deck, positive, problem-solving approach driven by data will improve attendance.



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SCHOOL TECHNOLOGY
associates, inc.

School Technology, exclusive partner of Skyward, provides a range of integrated hardware and software solutions to save staff time and improve data quality. From student attendance to employee time tracking, their solutions help streamline data collection so schools can focus on the bigger issues.



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Defining Terms

Average Daily Attendance (ADA)

- School level measure (not student level)
- Notices aggregate attendance at certain point in time (e.g., half-days, holidays, bad weather)
- Masks individual student chronic absences

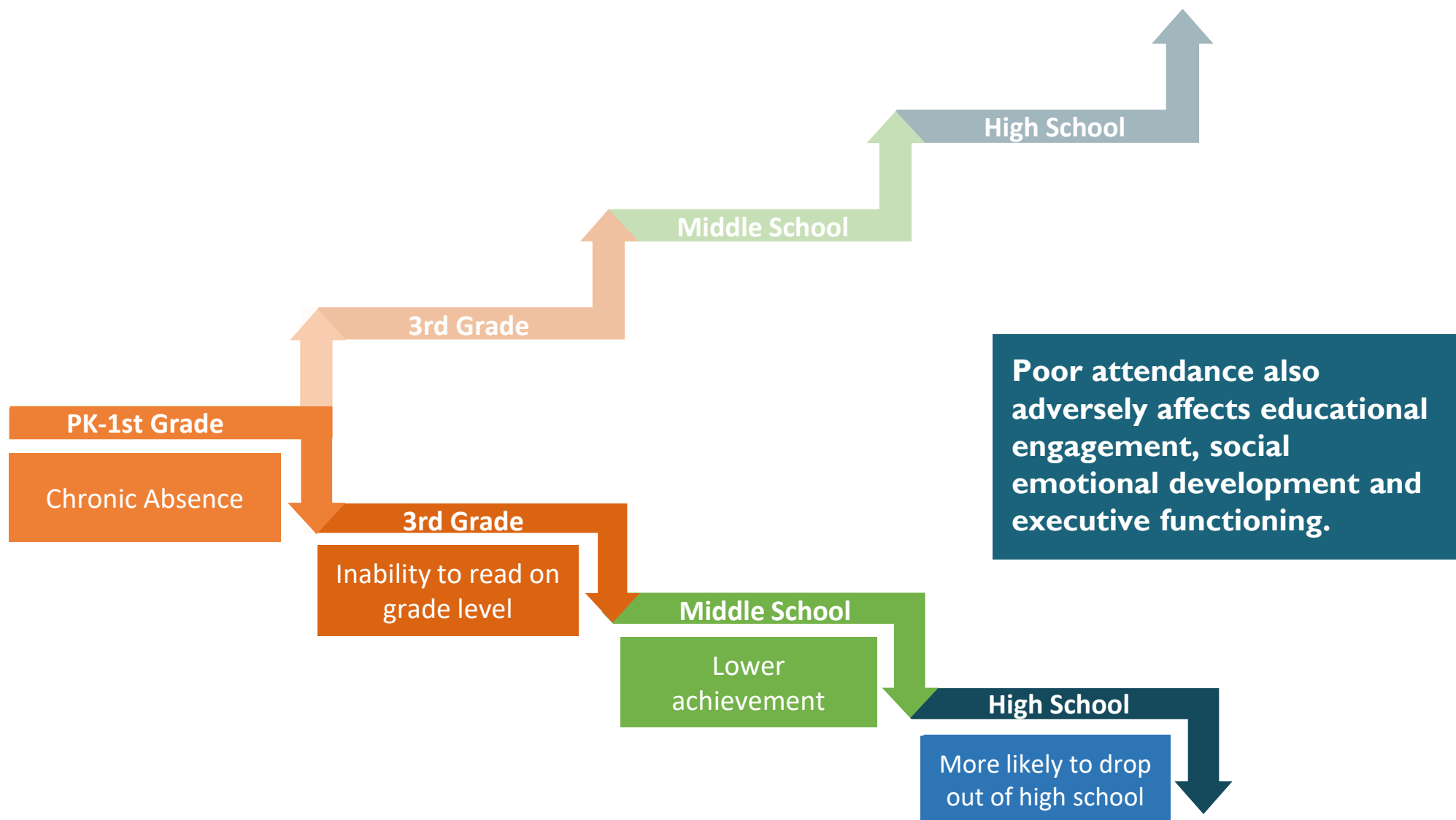
Truancy

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

Chronic Absence

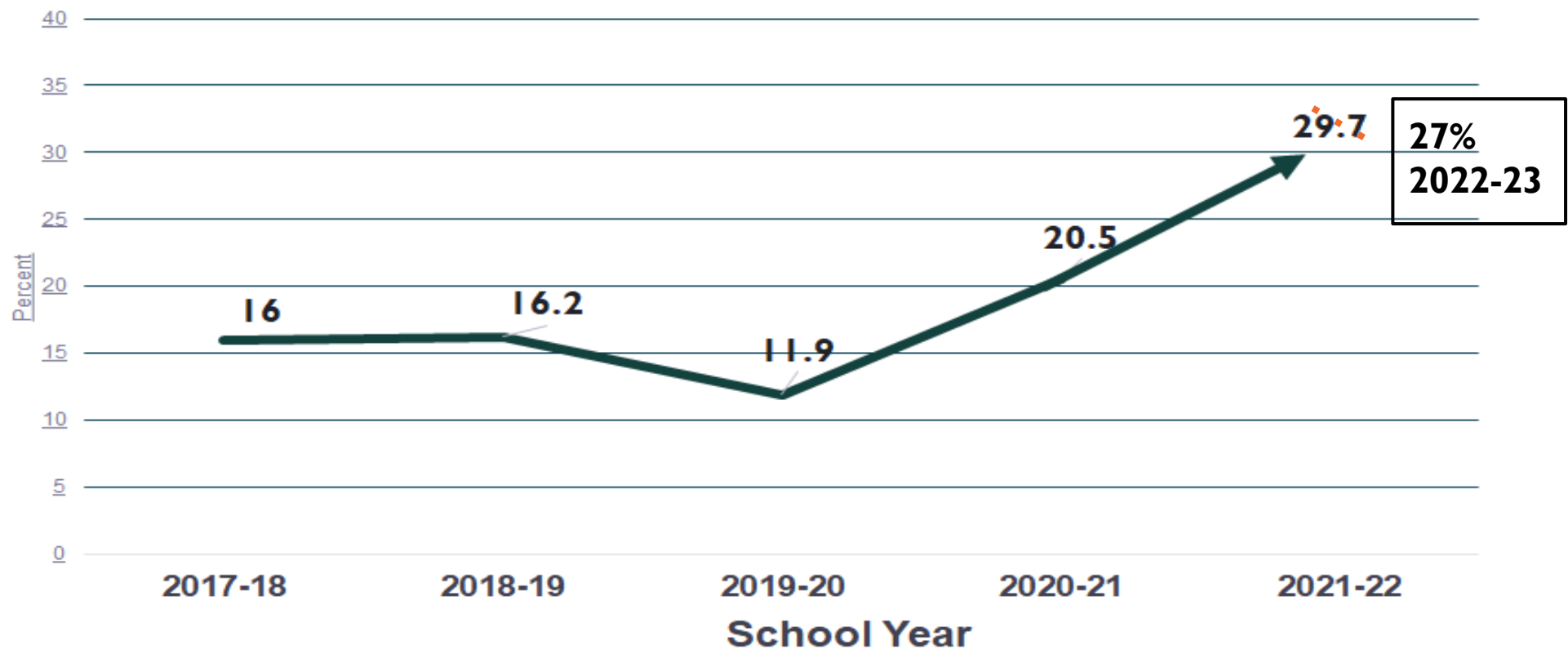
- Missing 10% counts ALL absences (*excused, unexcused, & suspensions*)
- Emphasizes impact of missed days and the benefits of being present
- Uses preventative, problem-solving, trauma-sensitive strategies
- Cultivates family and student engagement

Improving Attendance Matters K-12



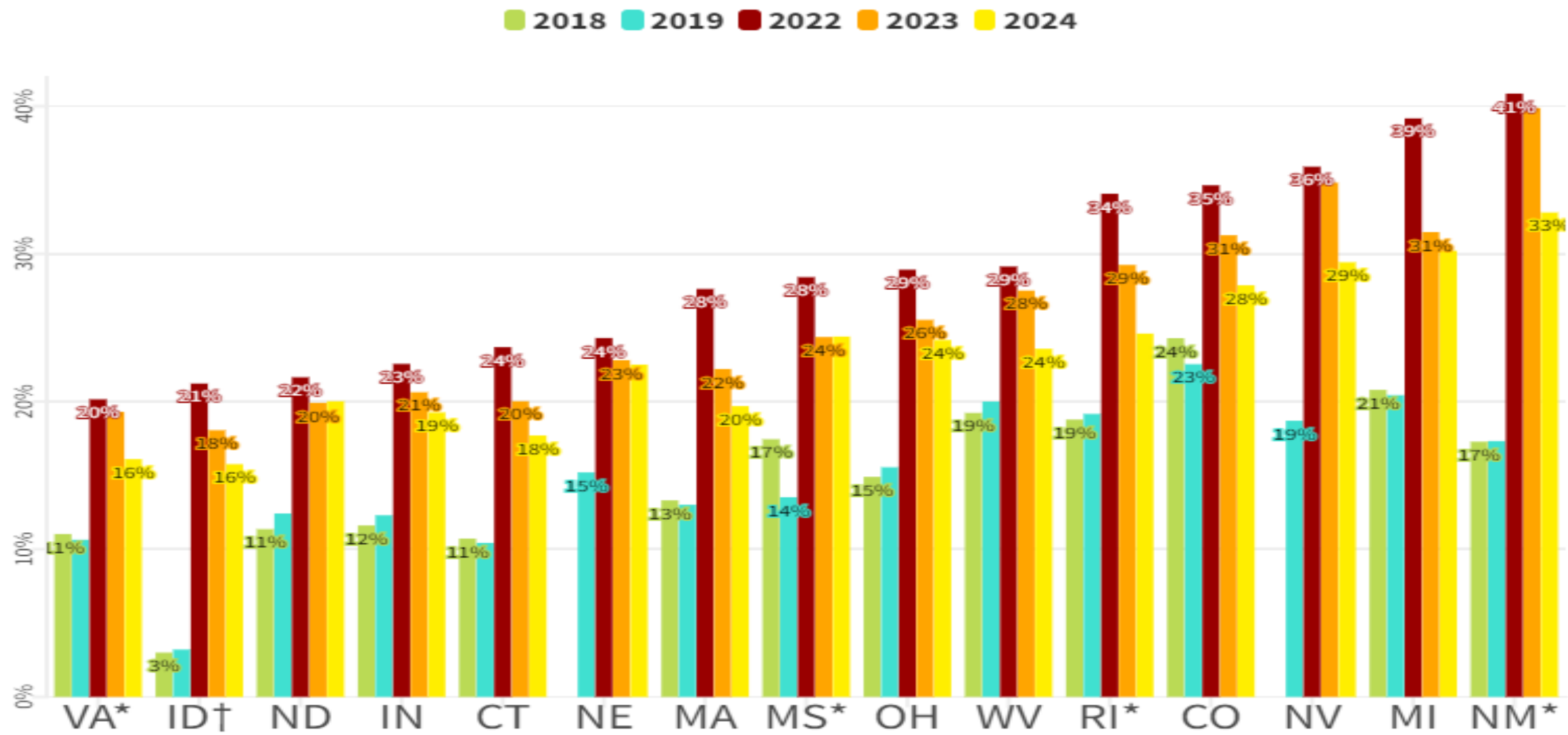
National Chronic Absence Crisis

Percentage of Students Chronically Absent Nearly
Doubled Nationwide
Between SY 2017-18 to SY 2021-22



- ✓ The number of chronically absent students grew from 8,095,132 to 14,660,261.
- ✓ State data from 2022-23 indicate slight decrease.

Emerging date shows chronic absenteeism remained elevated in prior school year



* State reported average for 23-24, prior years based on R2L analysis of district-level data
† Questionable pre-pandemic data quality



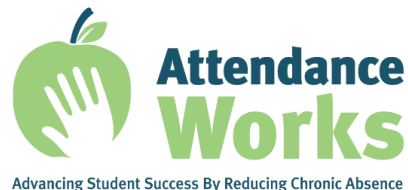
Cut Chronic Absenteeism by 50% Over 5 Years

- **Aspirational, yet Plausible**
- **A Clear Target**
- **Adapts to Different Contexts**
- **Trackable & Accountable**
- **Comprehensive Effort**
- **Commitment Over Time**

Learn more here: <https://www.attendanceworks.org/resources/the-50-chronic-absenteeism-challenge/>



The Education Trust

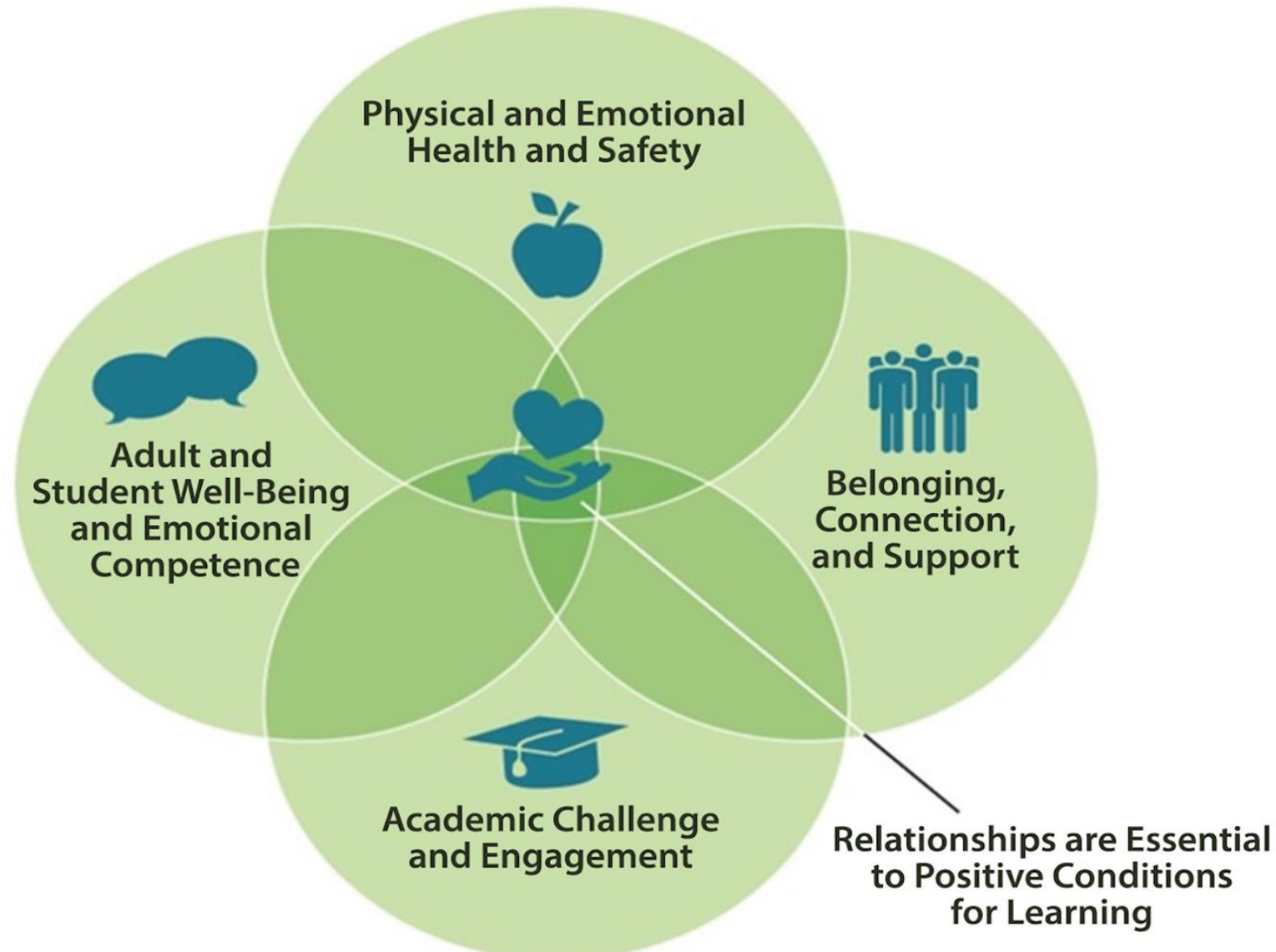


The key to reducing chronic absence is finding out and addressing what causes students to miss too much school

Barriers	Aversion	Disengagement	Misconceptions
<ul style="list-style-type: none">• Chronic and acute illness• Family responsibilities or home situation• Trauma• Poor transportation• Housing and food insecurity• Inequitable access to needed services (including health)• System involvement• Lack of predictable schedules for learning• Lack of access to technology• Community violence	<ul style="list-style-type: none">• Struggling academically and/or behaviorally• Unwelcoming school climate• Social and peer challenges• Anxiety• Biased disciplinary and suspension practices• Undiagnosed disability and/or lack of disability accommodations• Caregivers had negative educational experiences	<ul style="list-style-type: none">• Lack of challenging, culturally responsive instruction• Bored• No meaningful relationships to adults in the school (especially given staff shortages)• Lack of enrichment opportunities• Lack of academic and behavioral support• Failure to earn credits• Need to work conflicts with being in high school	<ul style="list-style-type: none">• Absences are only a problem if they are unexcused• Missing 2 days per month doesn't affect learning• Lose track and underestimate TOTAL absences• Assume students must stay home for any symptom of illness• Attendance only matters in the older grades• Suspensions don't count as absence

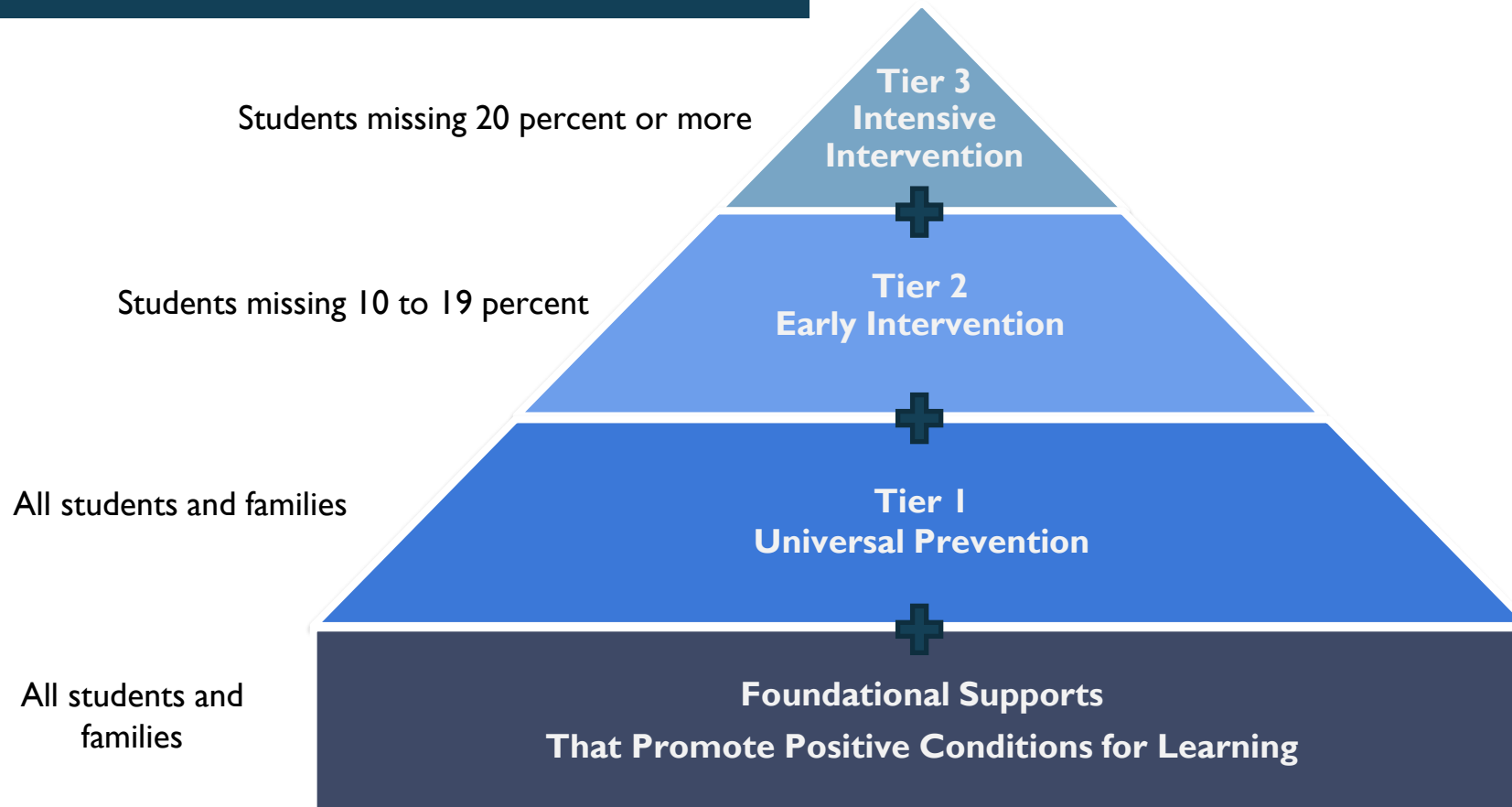
<https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/root-causes/>

High levels of absence reflect an erosion in positive conditions for learning



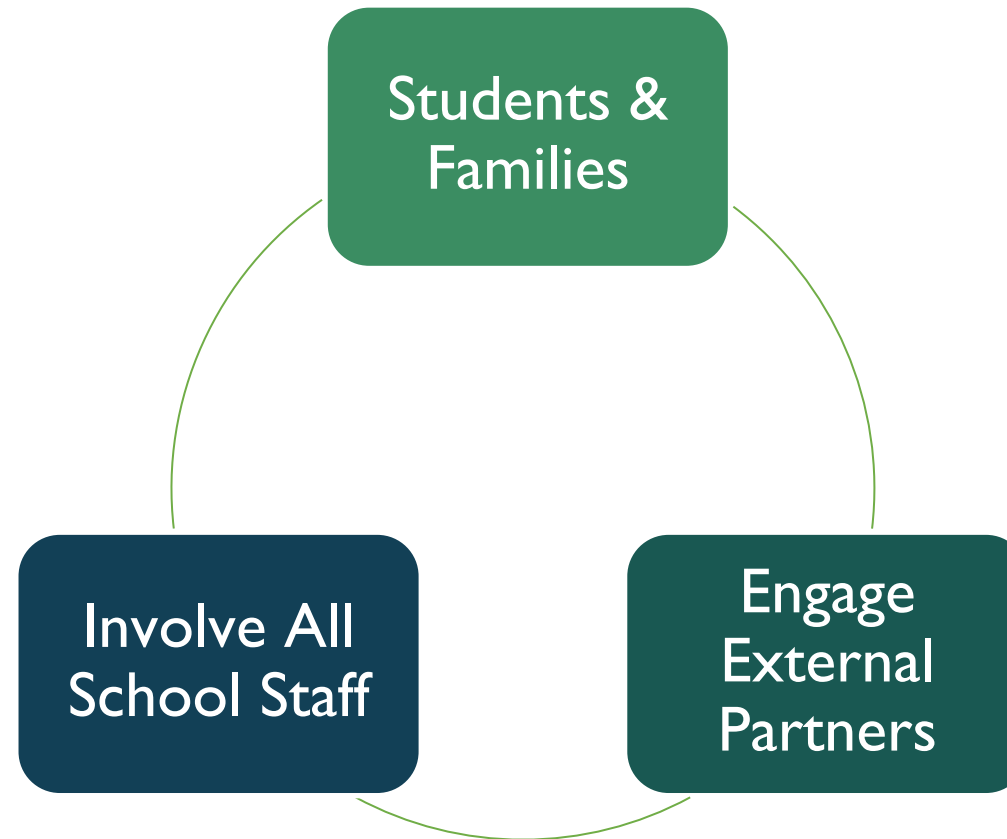


Multi-tiered support systems that begin with prevention are essential





Need to Mobilize the Entire School Community



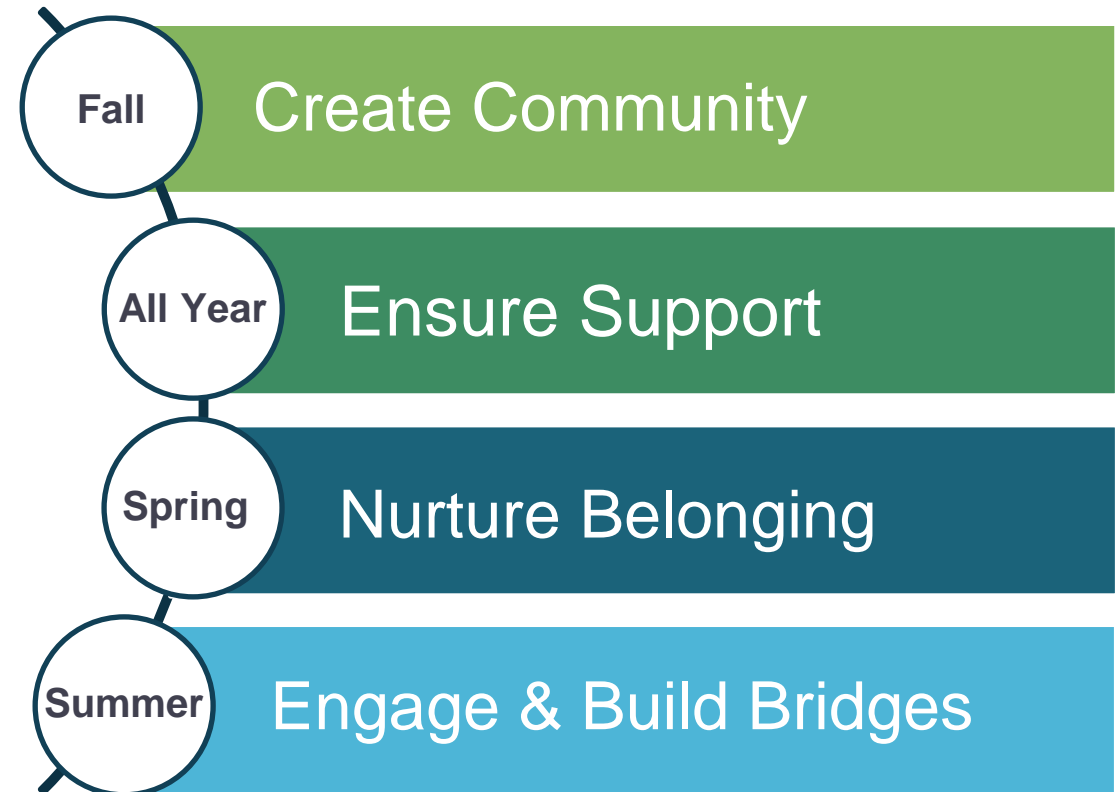
Align Partners and Interventions to Reasons for Absences

Reason for Absence	Possible Interventions	Potential Partner
Anxiety	<ul style="list-style-type: none"> • Enlist trusted messengers to talk with families about health and safety • Meet with school counselor, social worker or psychologist • Offer small groups to teach calming skills 	Local pediatricians Promotoras (<i>community health workers</i>) NAMI – online courses
Disengaged	<ul style="list-style-type: none"> • Assign a peer group mentor • Create an individualized learning plan • Explore afterschool options (art, music, STEM, etc.) • Offer alternatives for credit recovery 	MENTOR Parks & Rec program Boys & Girls Club
Health	<ul style="list-style-type: none"> • Messaging on how to stay healthy • School nurse educates on preventing spread of illness • Ensure hygiene supplies available (soap, tissues, hand sanitizer) • Onsite flu and Covid shots 	School-based health center Local Clinic / Pediatrician
Transportation Barriers	<ul style="list-style-type: none"> • Walking School Bus • Free municipal bus passes • Carpools 	Parents City government

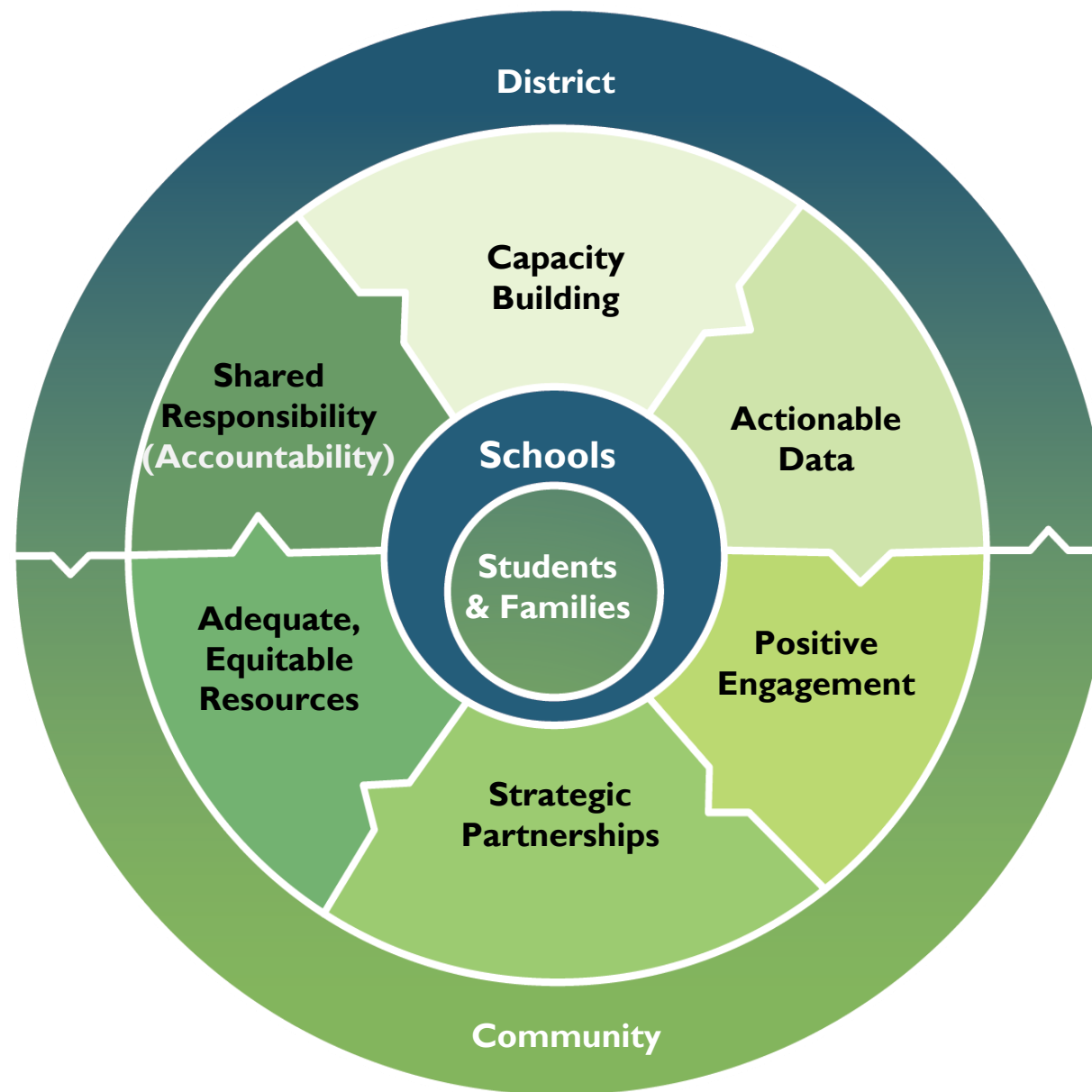
Taking A Year Long Approach

Recommended Steps:

- 1. Convene your team*
- 2. Review data & identify priority students and groups*
- 3. Craft and implement strategies*
- 4. Reflect, learn & improve*



Updated Key Ingredients for Improving Attendance





Derrick Feldmann
Managing Director
Ad Council Research Institute

back to the classroom

HOW TO OVERCOME CHRONIC ABSENTEEISM AND ENCOURAGE
PARENTS TO SEND KIDS TO SCHOOL CONSISTENTLY

RESEARCH BY



Research
INSTITUTE

WITH SUPPORT FROM



Overdeck
Family
Foundation

BACKGROUND

NYC Campaign 2017-2019 - academic loss focus based upon research in 2015-2016.

Message Framing - messaging research focuses on framing the reason or value proposition of in person attendance.

Framing: Mindset Shift, Reason and Value Proposition

Narrative: Story for Application and Resonance (KAB)

CTA: Action

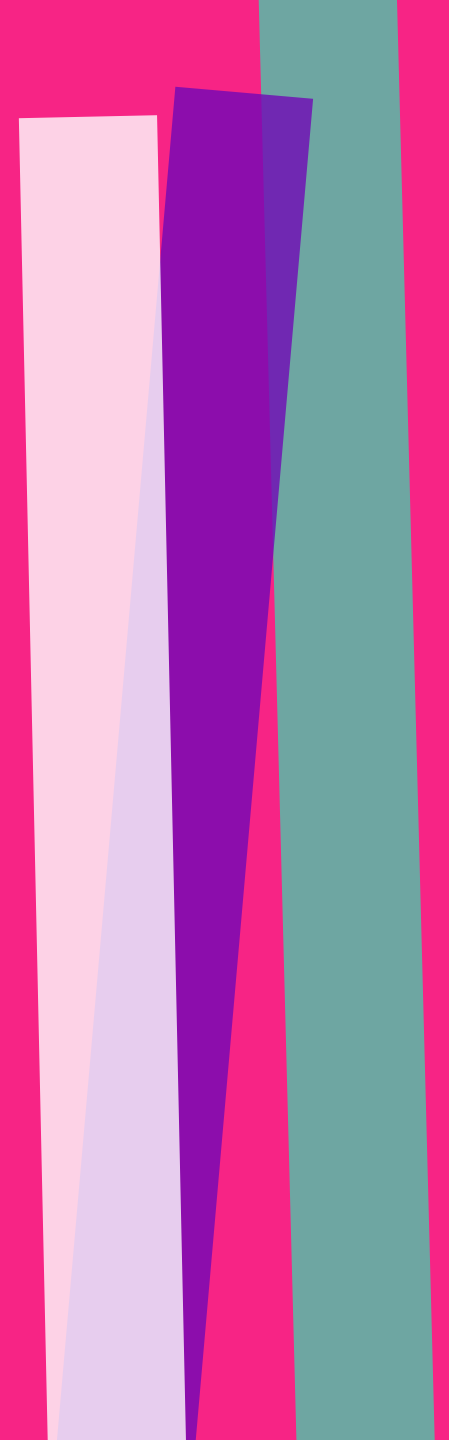
Interventions: Reinforcement/Nudge/Reminder

Two Phases of Research: Qualitative + Quantitative With More Than 5,000 Parents

RECOMMENDATIONS

The messaging that is most effective:

- Is positive in tone.
- Communicates the opportunities associated with in-person learning, not just the consequences of missing school.
- Focuses on how school develops children holistically, beyond academic performance.
- Includes realistic goals for parents to work toward not being chronically absent, such as to attend as much as possible vs. citing a specific number of days or saying “every day.”
- Avoids chastising or shaming parents by telling them what’s acceptable or not.
- Is delivered by a child’s teacher, whom parents say they trust the most.



TOOLKIT

Key Messaging Principles

Message Framing and Phrases

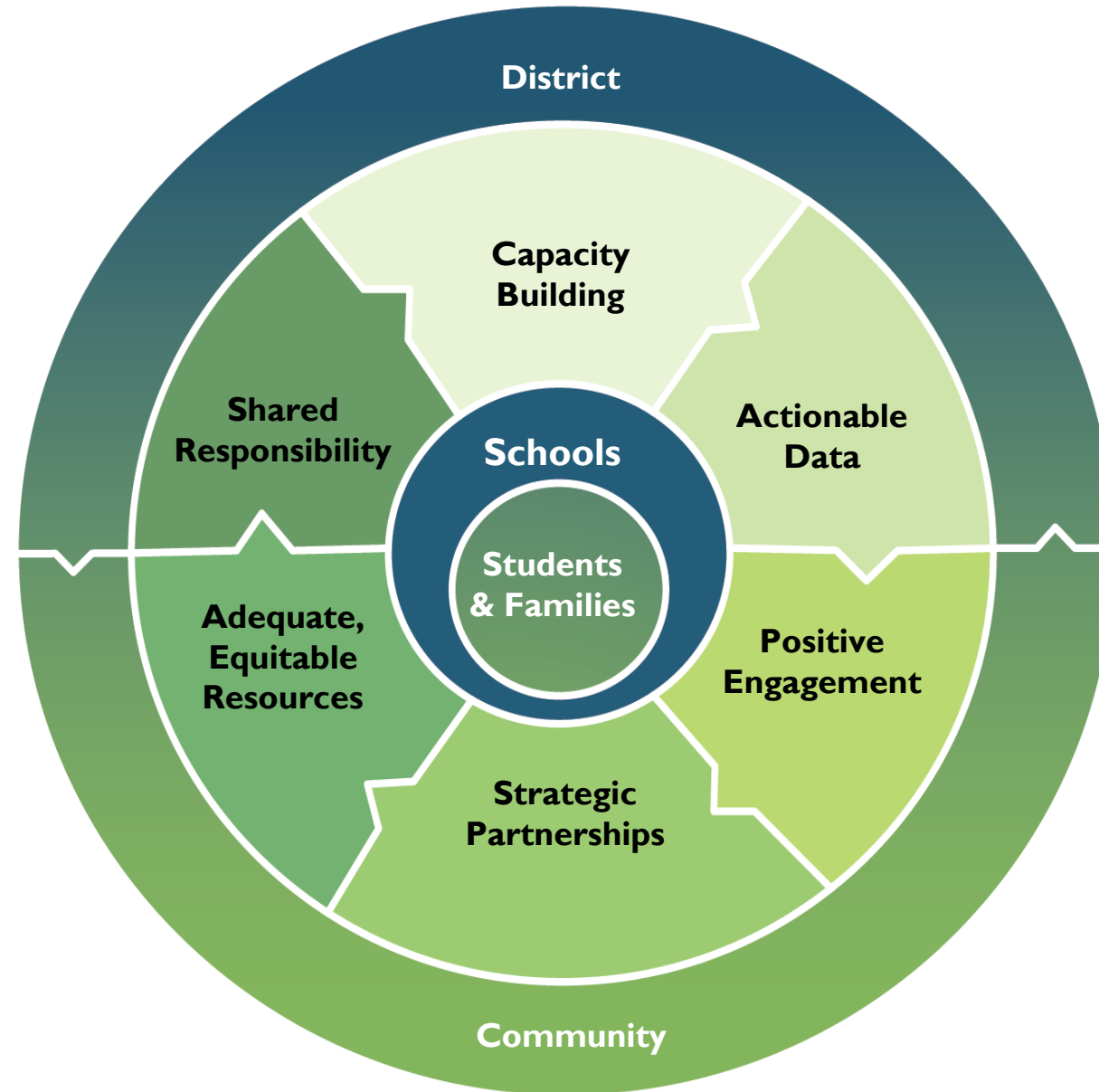
Messaging Do's and Don'ts

Trusted Messengers and Communication How to Use

Message Frames

Download the Toolkit: <http://www.adcouncil.org/chronic-student-absenteeism>

Key Ingredients for Improving Attendance and Sustaining the Work



Panelists



Dr. Tiffany Anderson
Superintendent
Topeka Public Schools

Kansas



Dr. Angela Chapman
Superintendent and CEO
Columbus City Schools

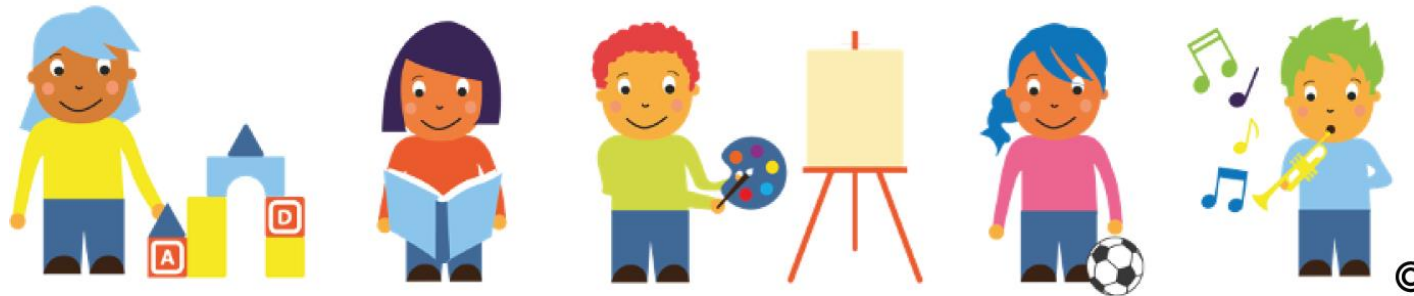
Ohio



Andrés Zamora
Superintendent
Livingston Union School District

California

Tell us about your district demographics.
What is your chronic absence data?
What are your goals for the coming year?
What is one top strategy that has helped improve attendance?



Livingston Union School District

2023-24 District Profile

Student Enrollment



94 Students Enrolled in
2 Preschools



1,704 Students Enrolled in
3 Elementary Schools



841 Students Enrolled in
1 Middle School

51%



Male Students



49%

Female Students



40%

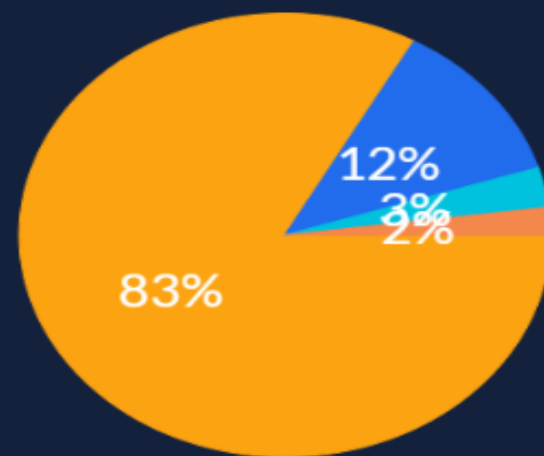
English Language Learners

69%

Eligible for Free/Reduced Lunch



Demographics



Hispanic 83% Asian 12% Caucasian 3%
Other 2%



19 After
School Clubs



8 Middle and
Elementary School
Sports Teams

Goals and Key Strategies

Chronic Absenteeism

2022-2023: 18.8%

2023-2024: 13.4%

Decline (improvement) of 4.86%

Goal by 2025-2026

Chronic Absenteeism: 8%

Daily Attendance: 97%

Key Strategies:

- 1. Consistent Messaging and Focus:** Ensure a unified message across the district, schools, and classrooms. Let students know they were missed and emphasize what they may have missed during their absence, fostering a sense of belonging. A focus on a culture of trust, respect and engagement.
- 1. Collaborative Team Approach:** Implement common systems structures (SART & SARB) and supports to promote teamwork. Clearly define roles for key staff, including parent liaisons, attendance clerks, nurses, teachers, school counselors, and administrators, to provide coordinated support for students and families.
- 1. Family Support Through Teachers:** Empower teachers, who are on the front lines, to identify and connect families with essential resources. This includes support for health, nutrition, and academics, ensuring families and receive the help they need. Focus on relationships with students and families.

FACTS AT A GLANCE

September 2024

13,000 Students
32 Schools



ENROLLMENT

589 Pre-K Students

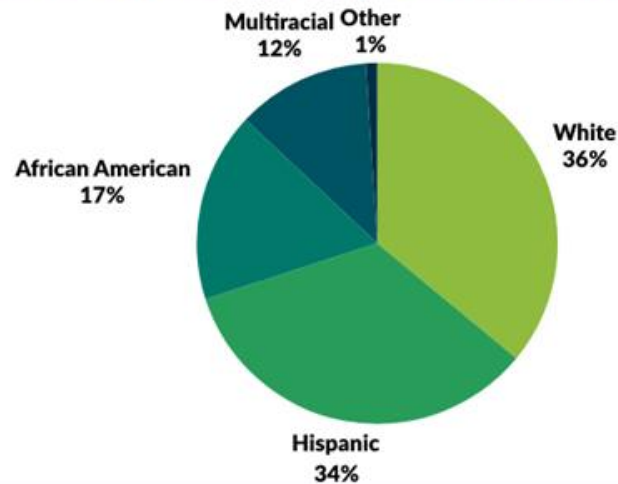
5,385 K-5 Students

2,725 Middle School Students

4,097 High School Students

- 3 Early Childhood Centers
- 14 Elementary Schools
- 6 Middle Schools
- 5 High Schools
- 1 Virtual School
- 1 College Prep Academy
- 1 Learning Academy
- 1 Advanced Learning Center

STUDENT DEMOGRAPHICS



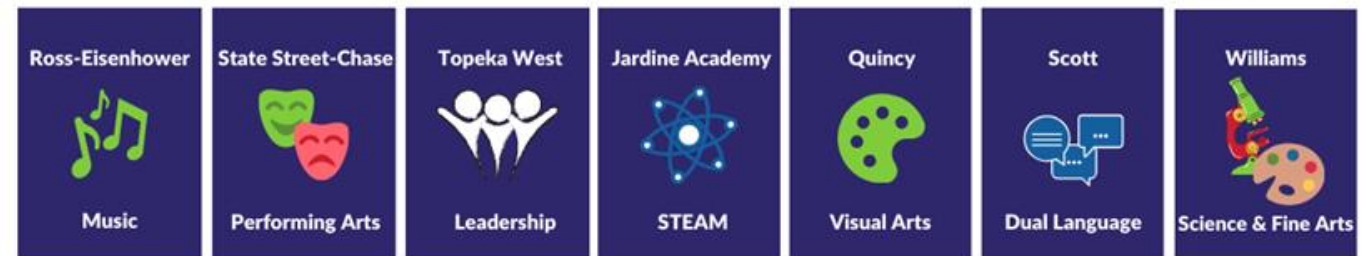
76% Eligible for Free/Reduced Lunch



CAREER & TECHNICAL EDUCATION



SIGNATURE & MAGNET SCHOOL CAMPUSES



Topeka Public Schools

Chronic Absenteeism Key Strategies

Chronic Absenteeism Rates:

Pre-Covid - 11%

Post –COVID

2022 – 32%(Goal to reduce it by 50%)

2023 – 26%

2024 – 23%

Current YTD – 16%

Top Strategies:

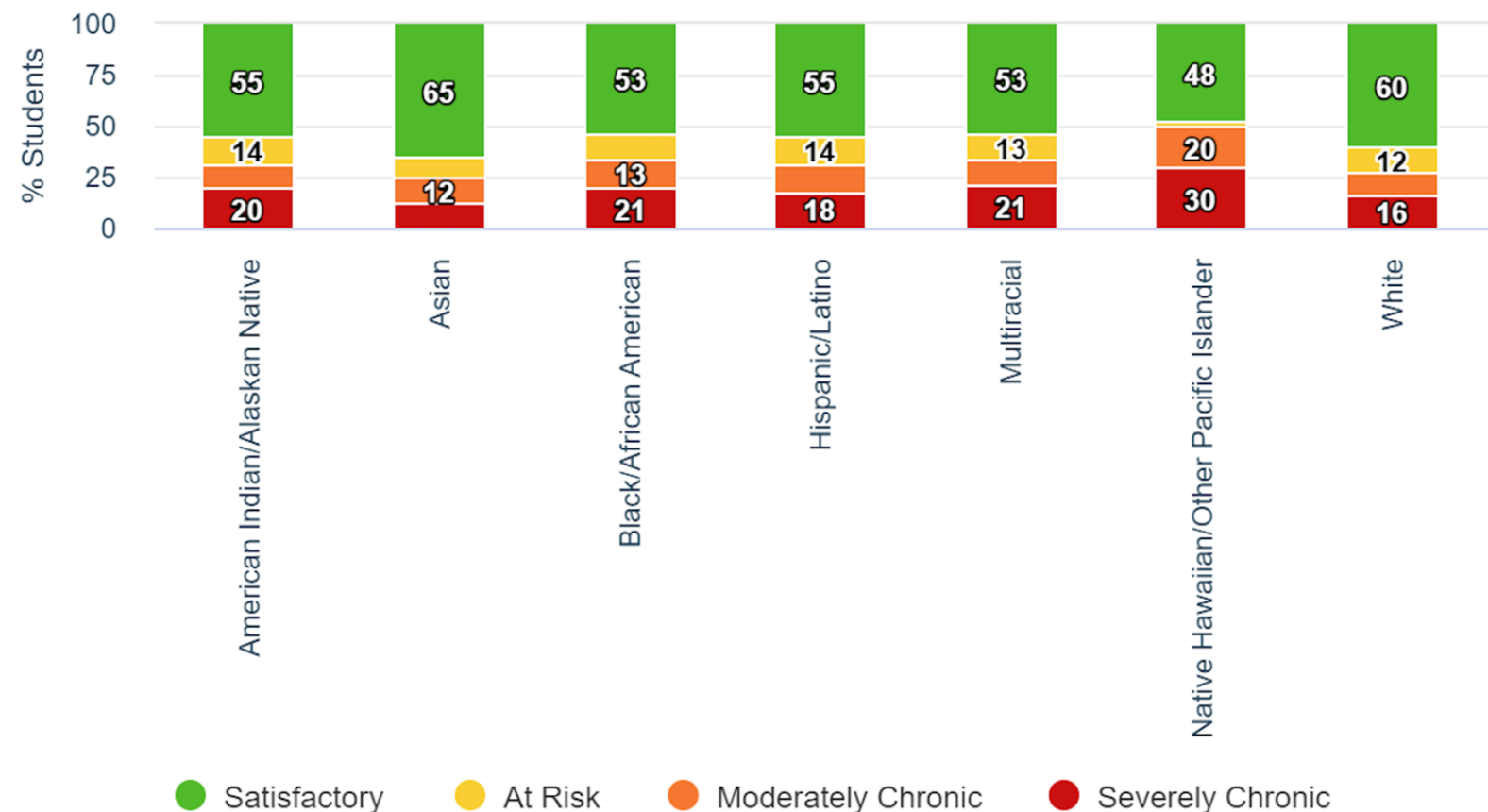
- Building Parent Capacity
- Making data accessible and reviewing it in monthly data consults with the district team.
- Incorporating the social determinants of health in providing wrap around service.
- Removing barriers in coming to school by offering creative transportation services and meeting community needs.
- Making schools so highly engaging, students and parents want to be there.

School	Enrollment	Low SES	ELL	SPED	Mobility	SNI
Quincy	164	95%	8%	35%	63%	1.76
Lowman Hill	308	88%	14%	26%	23%	1.75
Ross	558	91%	20%	29%	34%	1.75
Meadows	417	85%	10%	28%	48%	1.65
Highland Park Central	308	92%	20%	23%	42%	1.57
Williams	420	93%	7%	29%	32%	1.56
Scott	391	87%	42%	18%	11%	1.53
State Street	456	89%	12%	27%	23%	1.45
McClure	321	71%	6%	28%	26%	1.31
Randolph	359	75%	3%	29%	29%	1.31
Jardine Elementary	743	79%	8%	23%	22%	1.28
McCarter	389	76%	9%	22%	20%	1.25
Whitson	450	66%	10%	29%	18%	1.20
McEachron	418	73%	0%	27%	30%	1.16
ES Total	5702	82%	12%	26%	29%	1.45
Eisenhower MS	486	90%	18%	27%	25%	1.59
Robinson MS	360	84%	5%	28%	43%	1.52
Chase MS	378	93%	12%	22%	28%	1.52
Jardine MS	542	78%	13%	23%	25%	1.36
Landon MS	457	68%	10%	19%	27%	1.14
French MS	436	69%	3%	27%	21%	1.11
MS Total	2659	80%	11%	24%	27%	1.37
Capital City	67	85%	3%	100%	62%	2.60
Highland Park HS	857	85%	15%	25%	29%	1.53
Hope Street HS	88	81%	3%	9%	44%	1.40
Topeka High HS	1514	72%	9%	19%	32%	1.22
Topeka West HS	1086	59%	2%	23%	25%	1.01
HS Total	3612	72%	8%	23%	30%	1.26
District Totals	11973	79%	11%	25%	29%	1.37

Chronic Absence

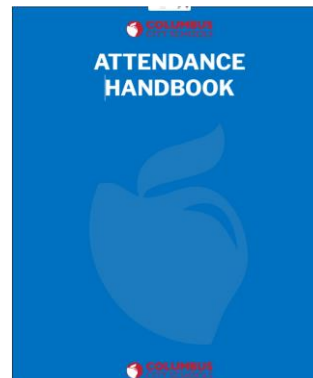
Which subgroups have the most chronically absent students?

The student subgroups with the most chronically absent students.



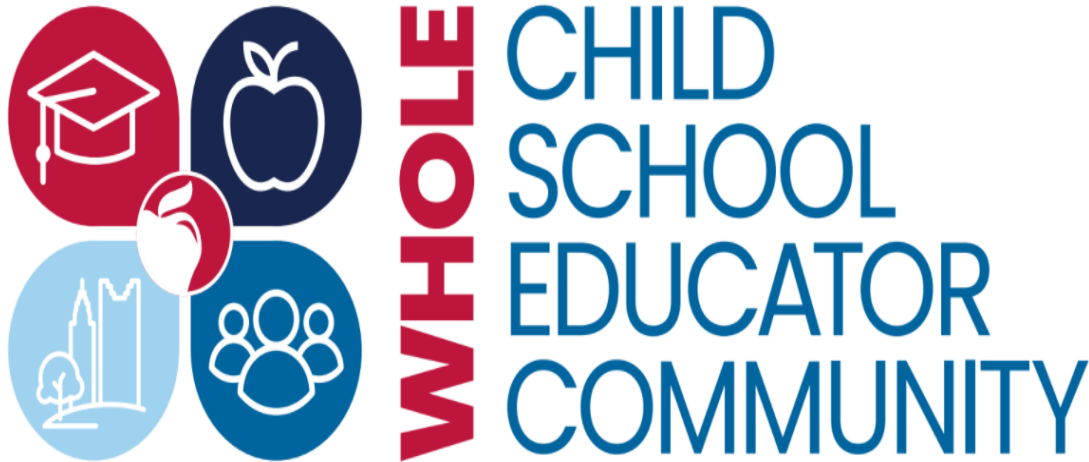
Key Elements

- **Tier 1/Tier II Attendance Embedded in PBIS Teams (School) and Student Attendance Support Specialists**
- **Collaboration ([Stay In the Game](#)), OSU, The Clippers, The Mayor's Office, Attendance Works, EveryDay Labs and Columbus Public Health**
- Continuous education on Chronic Absenteeism and its relationship to student achievement with Centralized Attendance Team
- Intentional attendance goal in every School Improvement Plan and District Plan
- Access to Real Time Data and Trainings
- Updated Processes/Policies and ongoing PD



DAYS MISSED IN SCHOOL YEAR
Severe Chronic Absence Missed 20% or more (34 or more days in a 170-day year)
Moderate Chronic Absence Missed 10-19% (17-34 days in a 170-day year)
At-risk Missed 5-9% (8.5-15 days in a 170-day year)
Satisfactory Attendance Missed less than 5% (fewer than 8.5 in a 170-day year)

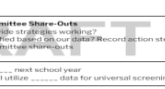
Team Structure



Office of Whole Child:

- School Social Workers
- School Counselors
- Social Emotional Learning Practitioners
- PBIS Coordinators
- Restorative Practice Practitioners
- Student Attendance Support Specialists

Integrating Attendance with PBIS

Appendix I: School/ Program PBIS Attendance-Aligned Rolling Agenda				
2023-24 Tier 1 Priorities	1.4 Teaching Expectations: Team will expectation stations for staff/students at the start of each grading period. 1.11 Family/Community Involvement: Family ambassador will develop calendar of pd offerings for parents/community and include relevant information in monthly newsletter.			
Objective	The purpose of today's meeting is to review our data and determine next steps. The combined team will monitor attendance, Big 5, acknowledgements, suspension, Panorama and other relevant data. *data committee links relevant data in the agenda.			
5 minutes	Check-In <ul style="list-style-type: none">Warm-Up (Get-To-Know-You Question Two-Word Check-In)Review meeting objective			
15 minutes	Data Review - Tier 1 and Tier 2 <ul style="list-style-type: none">Review data and identify and record Glows and Grows in Communication Action Step belowCreate action steps for Tier 1 identified areas of concern and record belowIdentify students (data) to be referred to T2 and record in T2 further analysis section below Notes:			
10 minutes	Tier 1 Ongoing Strategies - Committee Share-Outs <ul style="list-style-type: none">Are all current staff on with strategies working?Do they need to be modified based on our data? Record action steps belowUpcoming Events & Committee Share-outs Notes:			
Tier 2 2023-24 T1 Priorities	2.2 Teams - the tier 2 team will next school year 2.3 Screening - the tier 2 team will utilize data for universal screening next school year			
20 minutes	Tier 2 - Further Data analysis for groups of students identified for Tier 2 during data review above. Record here: <ul style="list-style-type: none">Identify functions/root causes of poor behavior and attendance at Tier 2? 5-Whys ToolReview progress of ongoing Tier 2 interventions (fidelity, progress, modifications needed?)Are additional interventions needed to address needs identified in the data?Record action steps and Tier 3 referrals in Tier 2 action steps below Notes:			
5 min to create and review action steps	Communication action steps) based on today's meeting (communication) <ul style="list-style-type: none">Glows/Grows to be shared with stakeholders (staff, parents, community, etc.)	Who?	By When?	
	Tier 1 action steps) based on today's meeting (example added) <ul style="list-style-type: none">Relaunch arrival and hallway expectations	Who?	By When?	
	Tier 2 action steps) based on today's meeting (example added)	Who?	By When?	

Core Concept

- Re-imagined our PBIS Teams to embed attendance
- Teams bi monthly for 60 minutes
- Tier 1 and 2 school-wide implementation

	Satisfactory	At Risk	Moderate Chronic	Severe Chronic	ALL CHRONIC (moderate + severe)
Region 1	19.6%	23.4%	28.2%	28.8%	57%
Region 2	22.6%	24.5%	28.3%	24.6%	52.9%
Region 3	15.8%	23%	30.2%	31%	61.2%
Region 4	33.8%	27.6%	23.2%	15.4%	38.6%
Region 5	26.8%	24.9%	24.2%	24.1%	48.3%
Region 6	18.2%	24.4%	29.6%	27.9%	57.5%
DISTRICT	23.4%	24.8%	27%	24.9%	51.9%

DEFINITIONS

Satisfactory: Missing less than 5% (OK 0-4.99%)

At-risk: Missing 5-9.99% (Nearly 5-7.499% | Trending 7.5-9.99%)

Moderate chronic absence: Missing 10 -19.99% (Chronically Absent 10%+)

Severe chronic absence: Missing 20% or more (Chronically Absent 20%+)

Responsibilities

- Review and disaggregate data i.e behavior, attendance and Panorama
- Identify root causes
- Develop schoolwide data-driven action plans

Leveraging Partnerships

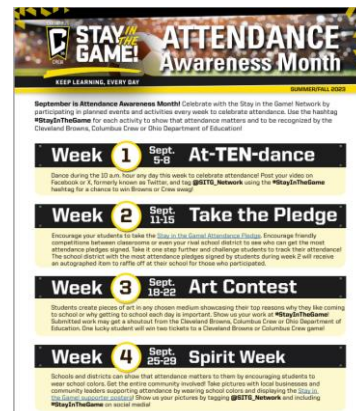
- Need Analysis
- Identify Partners Externally & Internally
- Define Goals and Expectations
- Open Communication
- Mutual Interest



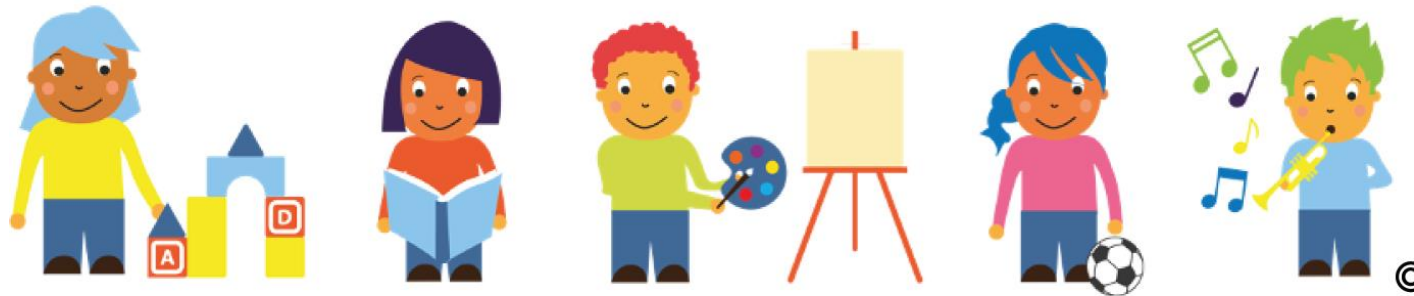
THE CITY OF
COLUMBUS



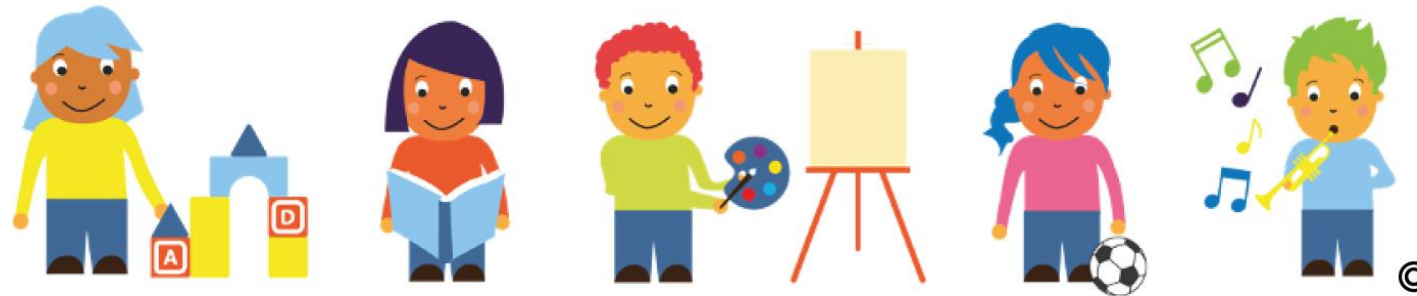
Department of
Education &
Workforce



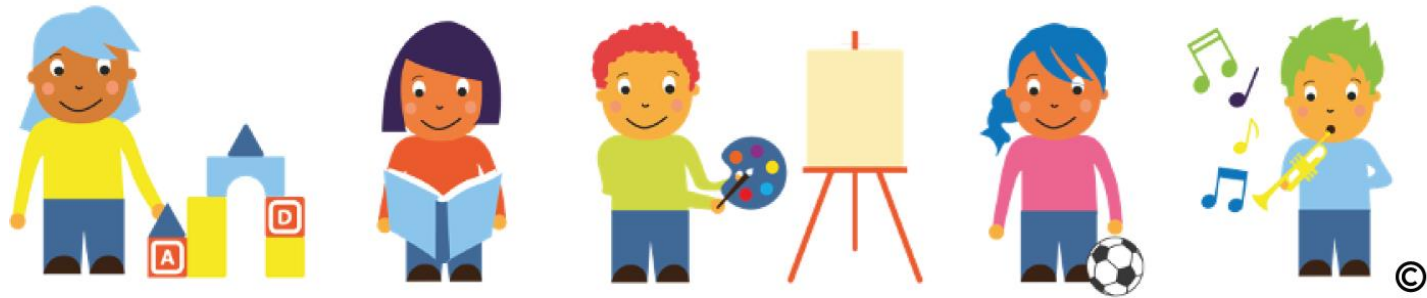
What are lessons learned about how to build capacity in schools to foster a culture of attendance and engagement?



How do you engage community organizations, and public agencies in your efforts to reduce chronic absence?



How are you planning to sustain and build upon the successes you've achieved so far? What is your role as superintendent?



Q & A





AAC 2024 Proclamation!



Mayors and other elected leaders, school boards and superintendents can signal the importance of school attendance by declaring that **September is Attendance Awareness Month**.

Check out the website page with AAM Proclamations that have been announced this year!

Find it here: <https://awareness.attendanceworks.org/resources/proclamations-2024/>



Key Resource: Attendance Awareness Website

- ✓ Download our free social media materials and share with local districts
- ✓ Join our listserv: 44,000+ members

PROMOTE THE CAMPAIGN

Attendance
Awareness
Campaign 2024

[Attendance Works](#) [About](#) [Resources](#) [Partners](#) [Sponsors](#)
[Blog](#) [Newsroom](#) [Donate](#) [Contact](#) [Join the Campaign!](#)

Keep up on New Messaging & Resources to Stay
connected & Learning Today!

[Learn More](#)

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

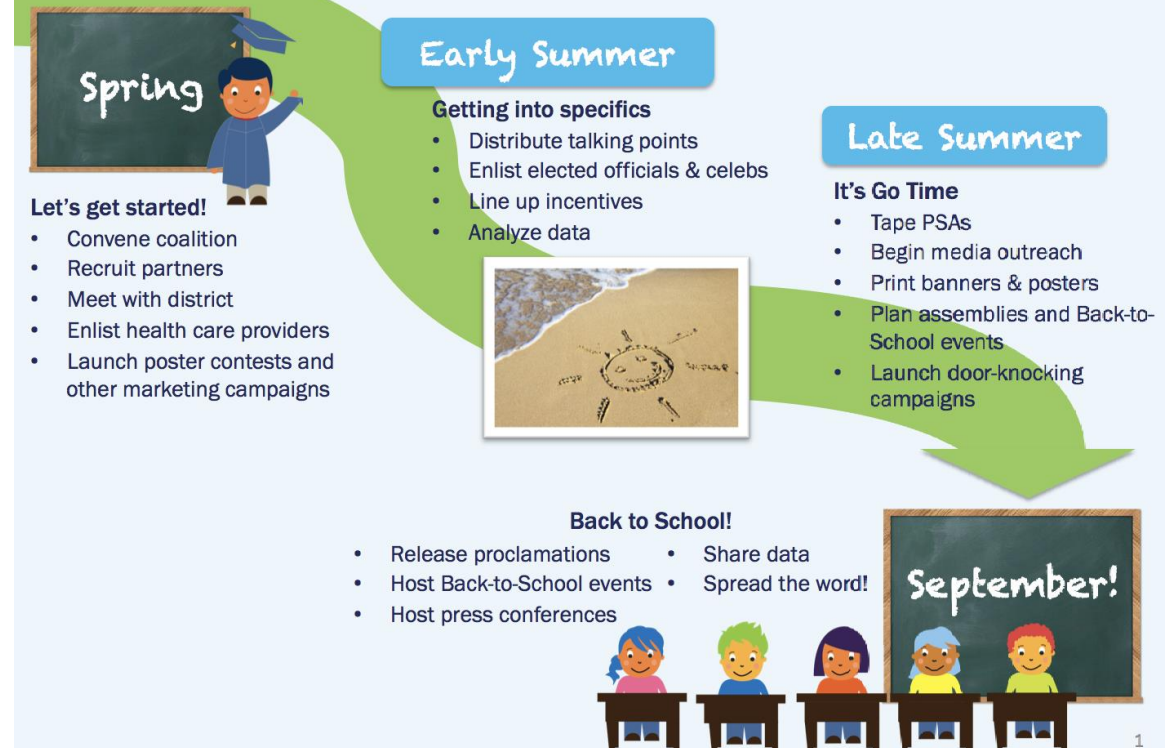


2024 Count Us In! Toolkit

An easy on-ramp for developing or expanding a local or statewide attendance awareness campaign.

- ★ **Tips**
- ★ **Templates**
- ★ **Proven strategies**

What to Do When: At a Glance



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Feedback

Please let us know how we can improve:
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