

Closing the Gap: Improving Attendance for Our Youngest Learners

Co-Sponsored by Attendance Works
January 24, 2023



Moderator



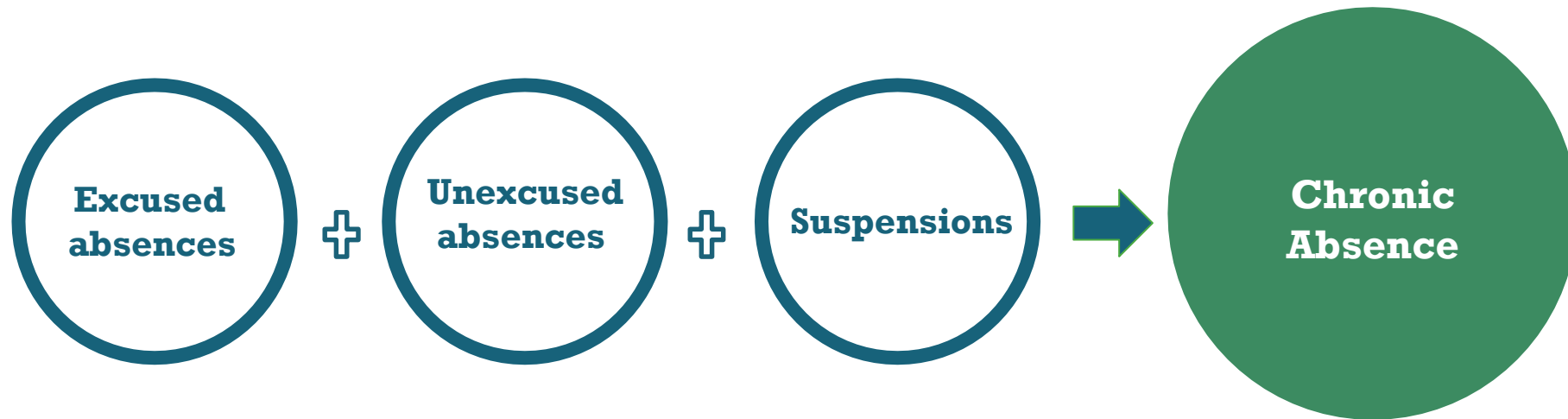
Hedy Chang
Executive Director
Attendance Works



What is chronic absence?

Chronic absence is missing so much school for any reason that a student is academically at risk

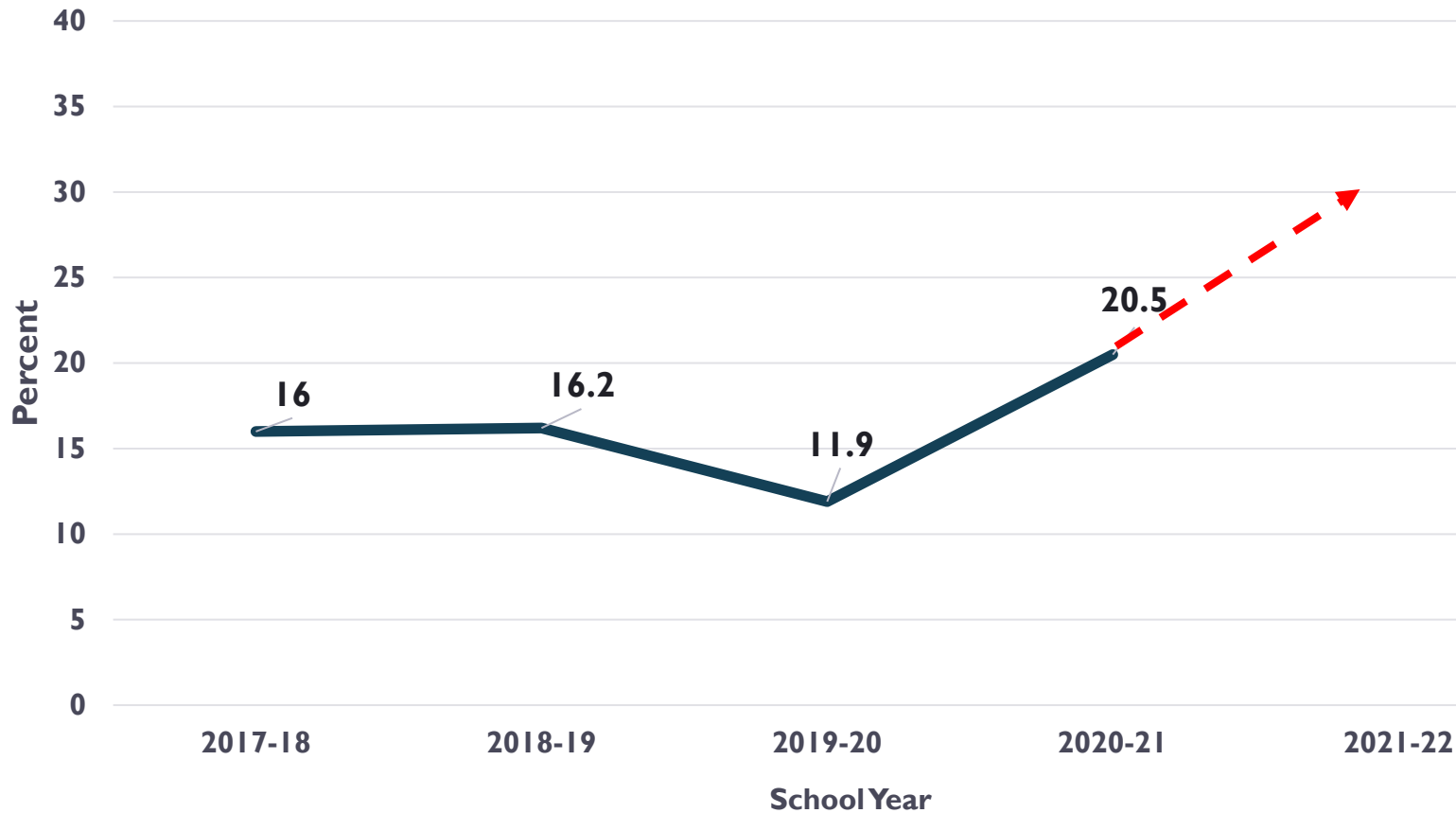
Chronic absence is defined as **missing 10 percent or more of school for any reason**



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

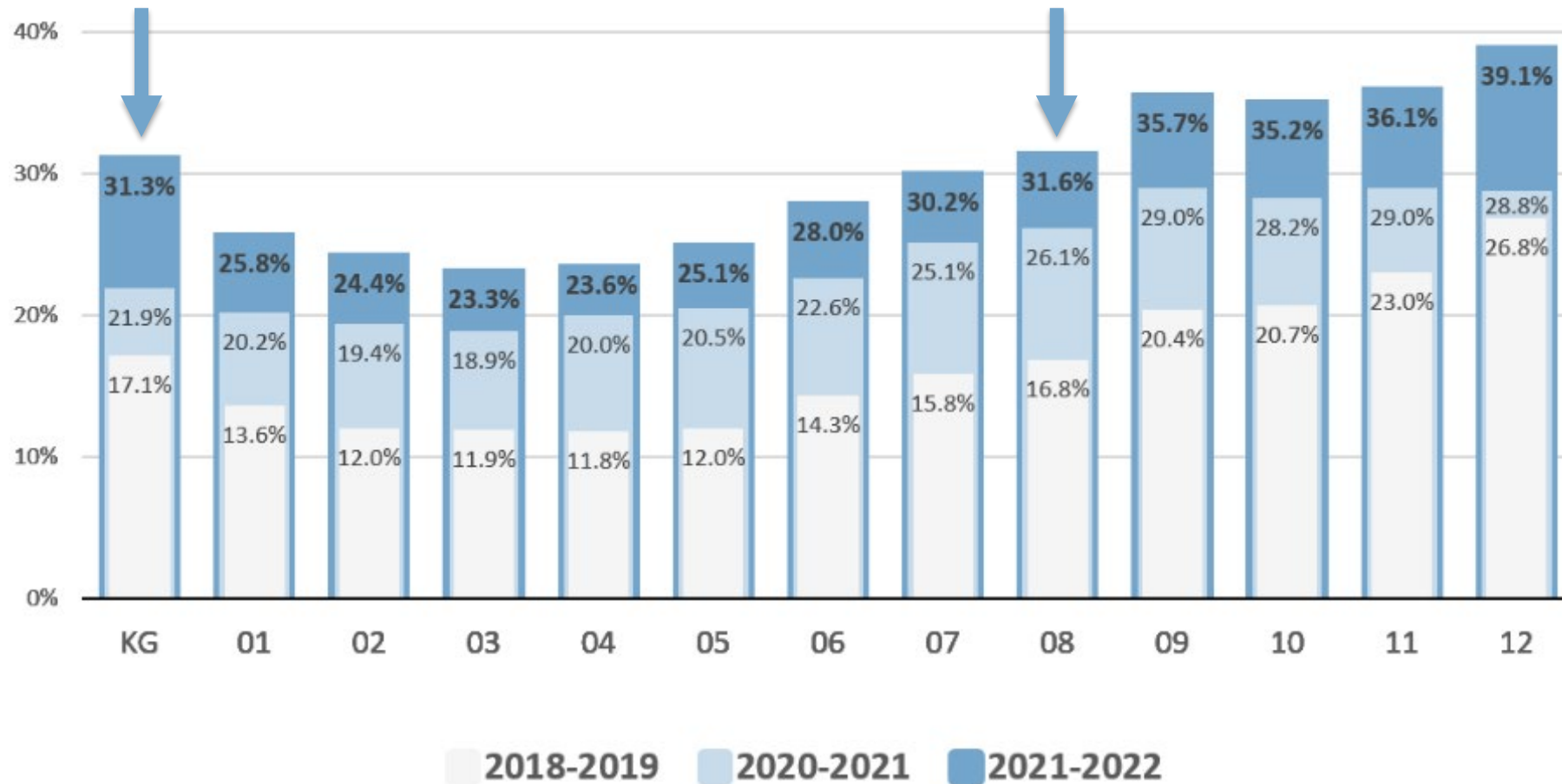
Chronic Absence Trends

Percentage of Students Chronically Absent Likely Doubled Nationwide Since 2017-2018

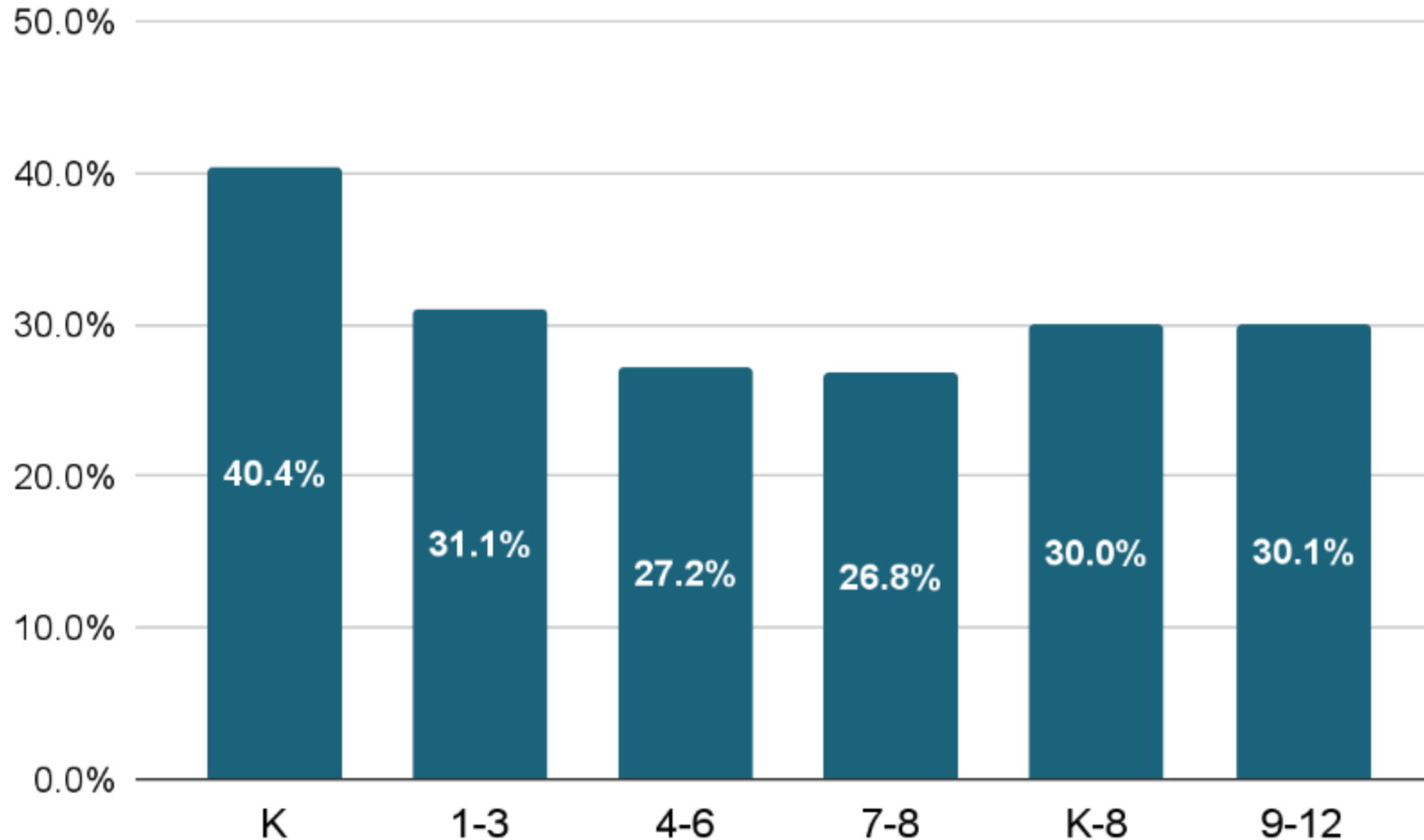


- ✓ Increases are occurring in tandem with significant drops in achievement
- ✓ Chronic absence is higher than ever, especially in early elementary and high school
- ✓ Early data from 2022 –23 (not shown in figure) indicate rates remain high

Chronic Absenteeism in Ohio by Grade



Chronic absence by grade span in California (SY 2021-22)



Source: California Department of Education

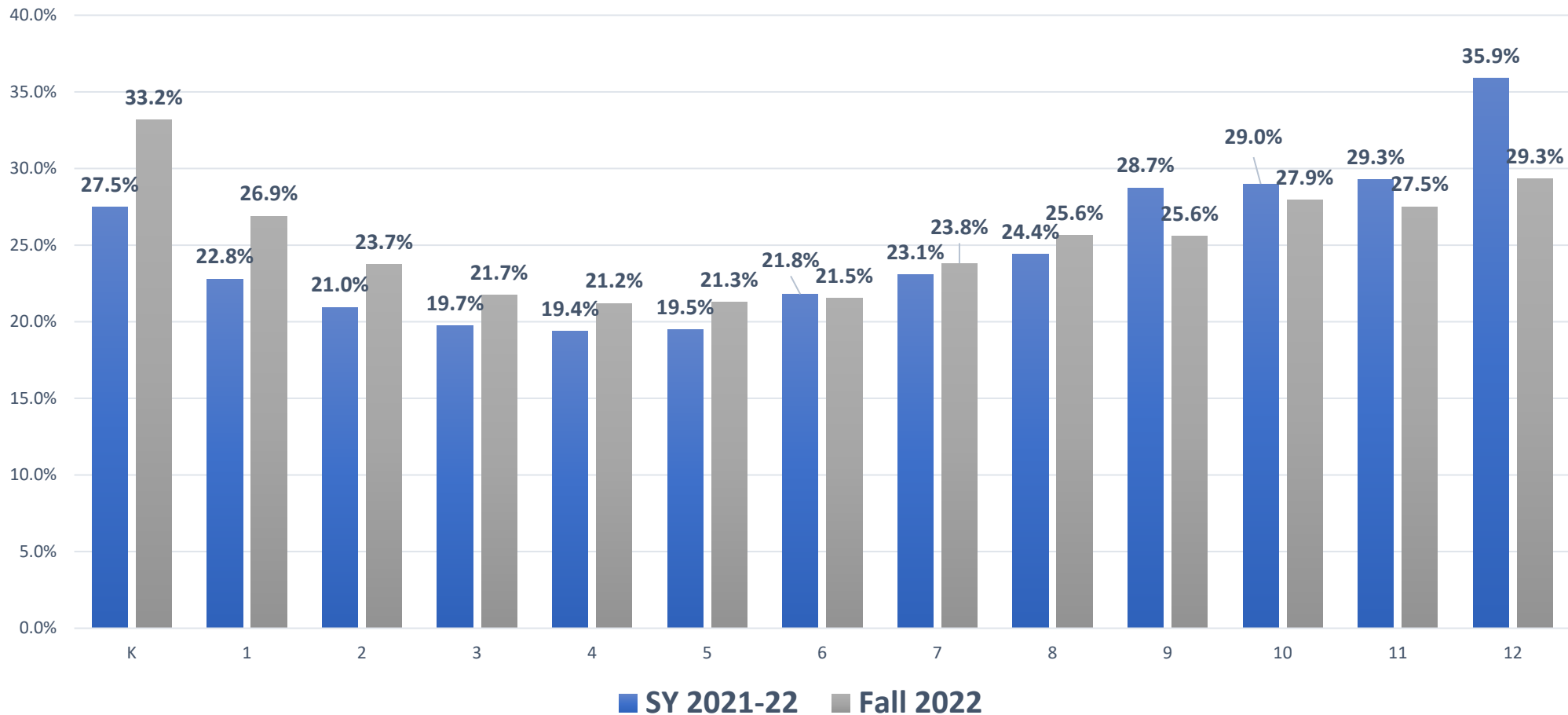
Kindergarten Chronic Absence California 2021-22 (statewide rate of 40.4%)

Race / Ethnicity	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
African American	22,748	11,912	52.4%
American Indian or Alaska Native	2,054	1,039	50.6%
Asian	46,522	10,683	23.0%
Filipino	9,333	3,000	32.1%
Hispanic or Latino	274,298	131,532	48.0%
Pacific Islander	1,738	1,039	59.8%
White	99,722	27,921	28.0%
Two or More Races	24,911	7,842	31.5%
Not Reported	10,635	3,898	36.7%

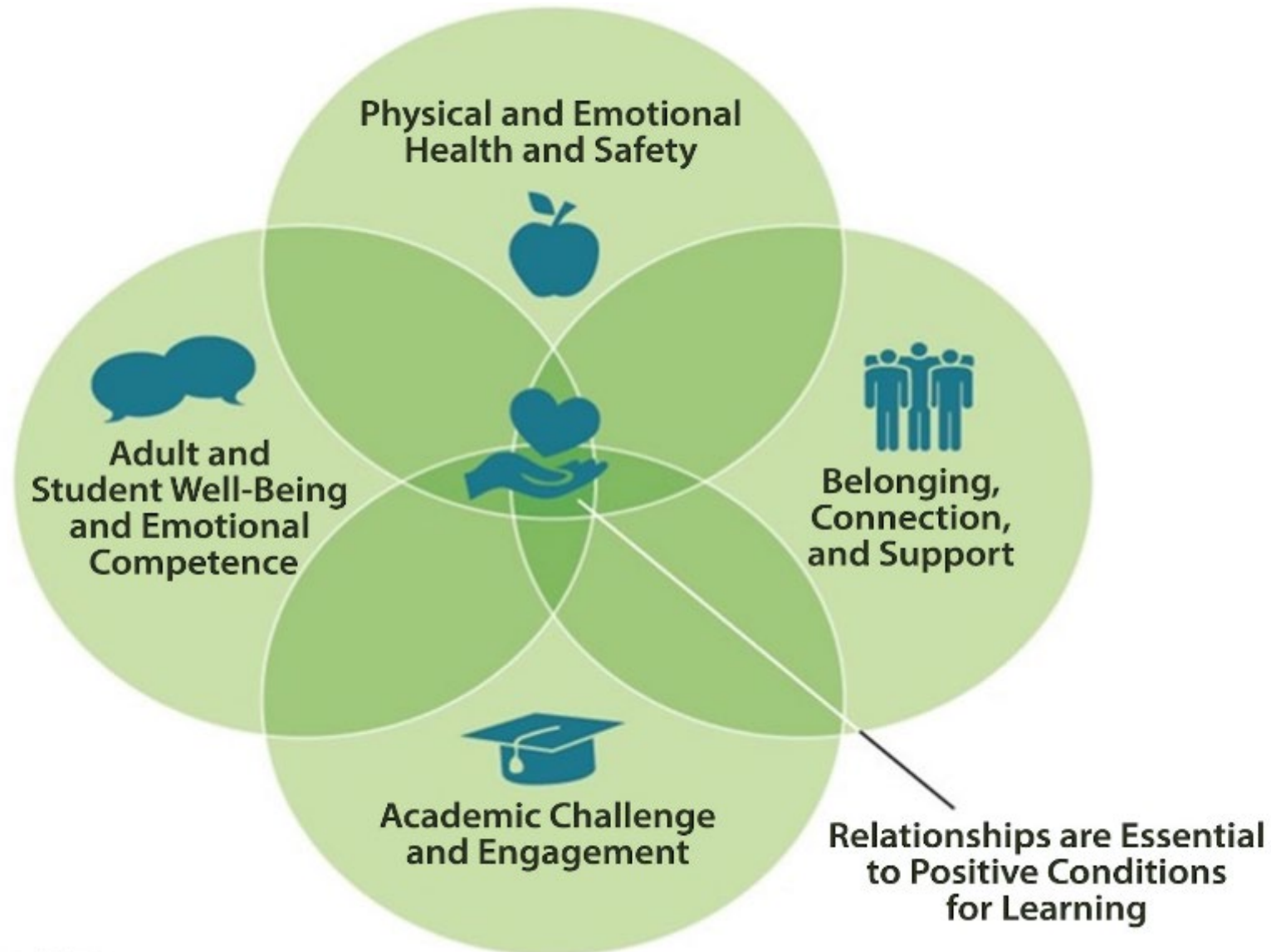
CT data shows that Chronic Absence remains high this Fall especially for younger learners



Chronic Absence By Grade In Connecticut



High Levels of Absence Reflect An Erosion in Positive Conditions for Learning





Implications for Action

- **Learning conditions remain extremely challenging this year.** The triple threat (covid, RSV, flu) and high levels of anxiety are contributing to absenteeism among all students but especially our young learners. Meanwhile economically challenged families continue struggle even more with housing and food insecurity, unreliable transportation, lack of access to illness as well as unequal access to resources to keep their kids learning when they miss school.
- Getting kids back to school on a regular basis will require **deep partnerships** with families and taking a **year-round, all -hands-on-deck** approach to ensure students are engaged and learning in multiple settings so they are comfortable and confident in school.

Panelists



Elliott Attisha DO, FAAP
Senior Fellow for Health
Attendance Works



Erica Forti
Superintendent, East
Haven Public Schools
East Haven, Connecticut



Elena Hill Ed.D.
Assistant Superintendent
Early Learning, Dallas ISD
Dallas, Texas



Tracy Hill M.Ed.
Executive Director of Family and
Community Engagement
Cleveland Metropolitan School District
Cleveland, Ohio

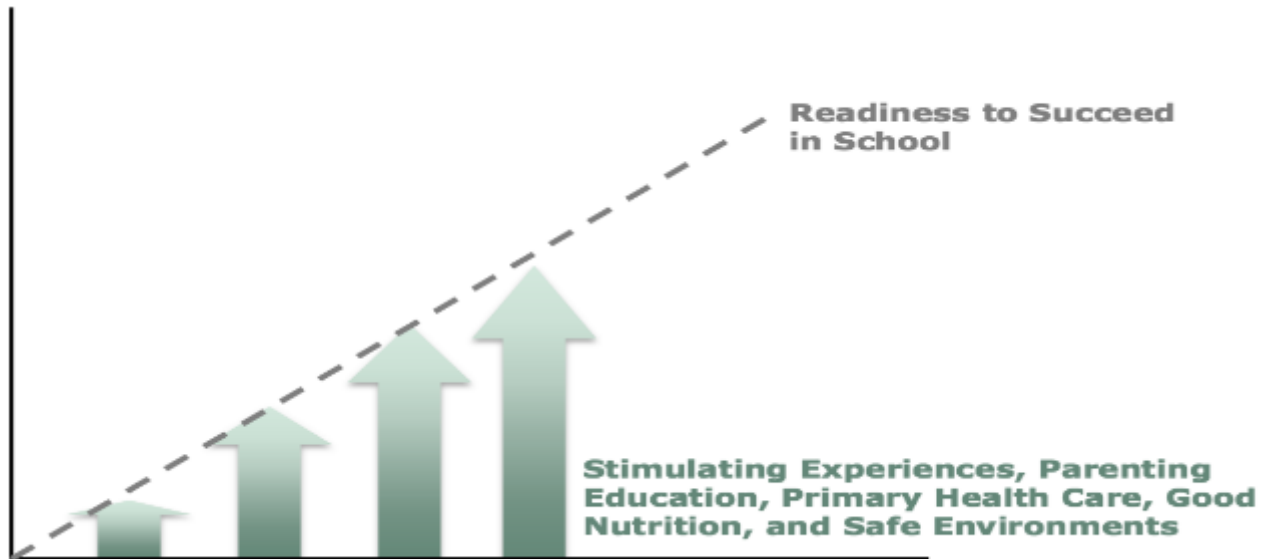


School Health Priorities

1. Provide clear guidance about when a child should stay home or show up to school for physical and mental health-related reasons.
2. Invest in tools and resources to prevent physical and mental health related absences.
3. Invest in data sharing and collaboration between schools and health professionals.



Readiness to Succeed



WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD
A collaborative approach to learning and health



<https://www.aap.org/en-us/advocacy-and-policy/federal-advocacy/Documents/Panel%2019%20Shonkoff%20Center%20on%20the%20Developing%20Child%20Presentation.pdf>

Current Kindergarten attendance rate 82.3%

Chronically absent Kindergarten students at 60%, 18 or more days

Interventions:

- Say Yes Family Support Specialists provide wraparound services to families in need
- Parent Ambassadors conduct Parent Cafes focused on building family resiliency
- Staff call families to do wellness checks
- Relaunch of Attendance Campaign with targeted messaging, incentives, and interventions for all students and identified grade levels
- Attendance Liaisons
- Shift from punitive to supportive role
- Launched Everyday Labs



STRATEGY THAT BUILDS RELATIONSHIPS

GRADE 3 MORNING QUICK CHECK

- Where are our students emotionally upon arrival?
 - Potential focus/topic for circle
 - Information for embedded SEL throughout the day

- Readiness for learning
 - Who do we need to connect with?

- How can we reset their start or initiate support resources?

How are you feeling today?

terrible meh
 okay good

What emotion are you feeling most today?

Excited Happy
 Love Meh

Group Name	Group Size	Emotion Regulation Growth Mindset Self-Management Social Awareness Supportive Relationships				
		40%	62%	64%	65%	91%
All respondents	486					
Student Grade Level						
3	153	+13	+6	+5	+8	+4
4	148	-5	-3	-1	+2	+3
5	185	-7	-2	-5	-8	-5

STRATEGY TO STRENGTHEN FAMILY CONNECTIONS

PERSONALIZED CALLS TO FAMILIES/GUARDIANS



- **Positive and Productive Approach**
- **Connecting Families to Resources & Supports**
- **Seeking Feedback from Families**
- **Proactive measures to help prevent teacher burnout**
- **Opportunities to share information**

STRATEGIES THAT CONNECT FAMILIES TO SCHOOLS



Home Visiting Programs To Date (2022-2023)

- 2,192 Elementary Home Visits completed through Dallas ISD Home2Home Program
- 694 families served and 7,095 Home Visits completed through Home Instruction for Parents of Preschool Youngsters (HIPPY)



Consistent Communication

Friendly letters and text nudges are sent to families, keeping them abreast of their child's attendance. (preventative measure)



Connection to Resources

Learn the needs of families to connect to resources such as counseling, medical referrals, housing, nutrition, and transportation

Home Visiting Programs



H.I.P.P.Y.

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HOME2HOME

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Note: Information presented as of January 2023

Consistent Communication & Connection to Resources



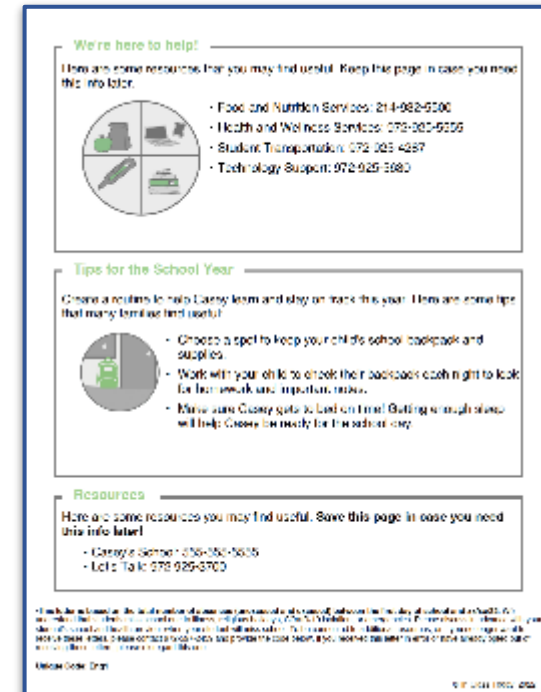
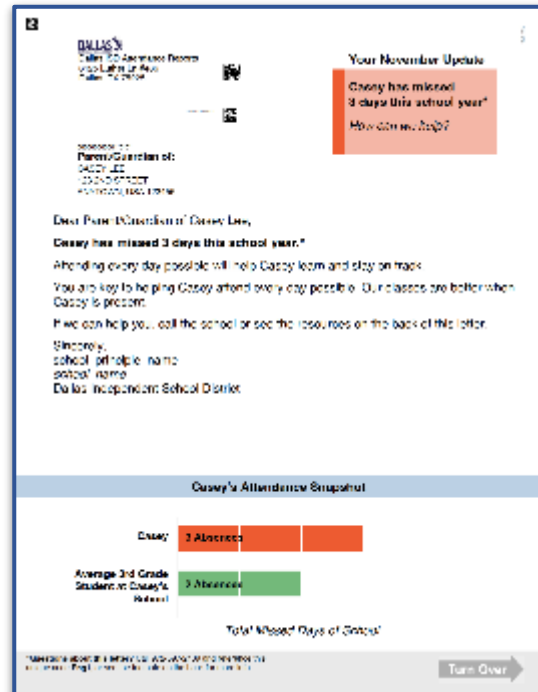
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Questions & Discussion

Upcoming GLR Learning Tuesdays Webinars:

FUNDER-TO-FUNDER CONVERSATION

Co-sponsored by The Patterson Foundation

Digital Access & Devices: Scaling the Work Domestically & Internationally with Corporate & Nonprofit Partners

Tuesday, January 31, 12:30–2:00 p.m. ET/9:30–11:00 a.m. PT

LEARNING LOSS RECOVERY CHALLENGE

Co-sponsored by Whiteboard Advisors

Smart ESSER Investments: Leveraging EdTech for Equitable Learning Acceleration

Tuesday, January 31, 3:00 – 4:30 p.m. ET/12:00-1:30 p.m. PT

PARTNER WEBINAR

Co-sponsored by The Tremaine Foundation

Learning to Read: Applying Universal Design for Learning

Tuesday, February 7, 3:00–4:30 p.m. ET/12:00–1:30 p.m. PT

Join us!

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