

# Re-Establishing Routines: Supporting a Return to In-Person Attendance

March 16, 2021

The Campaign for  
**GRADE-LEVEL  
READING**

# Moderator



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Attendance Works

# Co-Presenters



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Superintendent  
East Haven Public Schools  
East Haven, CT



**Dr. David K. Moore**

Superintendent  
School District of Indian River County  
Indian River, FL

# Co-Presenters



**Gloria Corral**  
President & CEO  
Parent Institute for Quality  
Education (PIQE)



**Martín Macías**  
Superintendent  
Golden Plains Unified School District  
San Joaquin, CA



# Re-Establishing The Routine of In Person Attendance

## An Essential Ingredient of Covid 19 Recovery Planning



## Anticipated PreK-2 Challenges for the Return to School in 2021-22

**Many young children have not participated in a formal in-person schooling experience whether preschool or kindergarten during the Covid -19 pandemic.** Some did not enroll during the past year. Others have been chronically absent in preschool or K. Many students have primarily been participating in distance learning from their homes.

**Getting into a regular routine of going to formal schooling can be challenging under normal circumstances and is likely more difficult given family experiences during Covid.** Families and children will feel even more anxiety about the return to in person school given the health concerns as well as limited experiences with children spending time in the care of non-family members.

**The range of incoming school readiness skills among kindergartners is likely to be even greater than normal.** Some families have many more resources to support literacy in the home while others have much less.

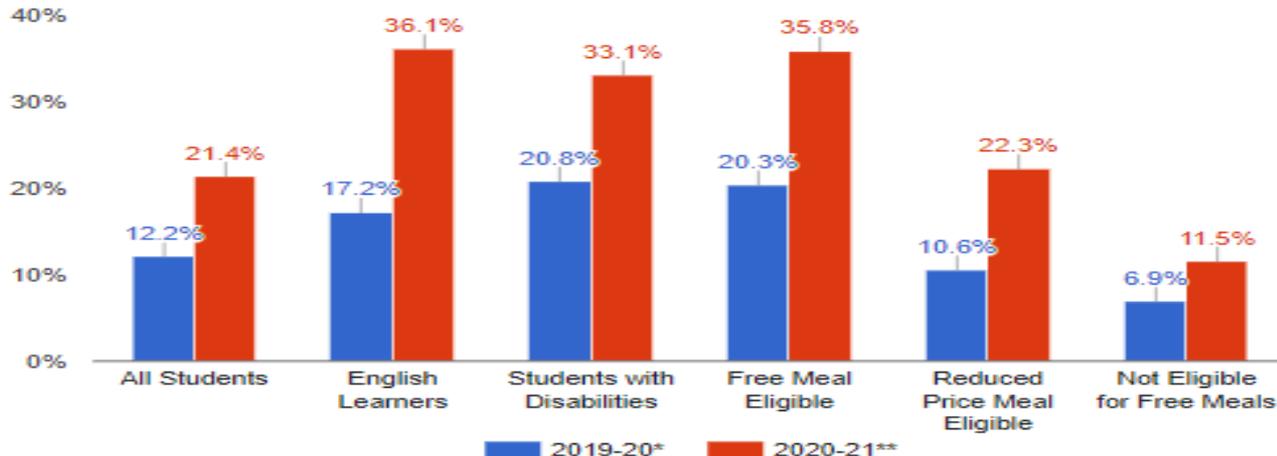
**Many formal and informal support systems for families have been disrupted by Covid-19.** Public transportation, for example, has been seriously reduced. Families may no longer have easy access to extended family members or neighbors who, prior to Covid, would have been willing to help with drop-off and pick up.



## Mid-Year Data Suggest Dramatic Increases in Chronic Absence, Especially for Students Hard Hit by Pandemic

This data from CT is the first statewide data available in the country. CT has a long history of investing in accurate data. CT defines a day of attendance as participating in at least 4 hours of school in distance as well as in-person learning.

Percentage of Students Chronically Absent (YTD as of Dec. 2020 compared to 2019-20)

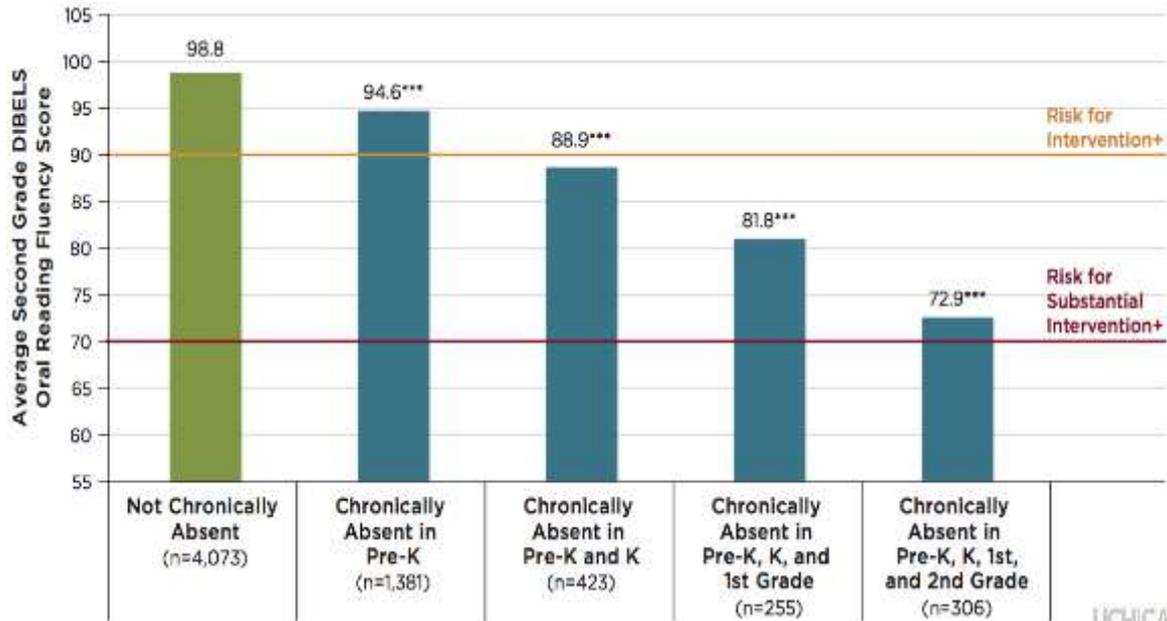


\*Calculations are based only on in-person school days until mid-March 2020. \*\*Calculations include both in-person and remote days.

***Prior to the pandemic, chronic absence affected 8 million or one out of 6 students nationwide.***



## Prior to Covid-19, Research Already Showed Especially Adverse Impact of Chronic Early Absence on Young Children



Note: \*\*\*Indicates that scores are significantly different from scores of students who are never chronically absent, at  $p < .001$  level. + In the DIBELS 6th Edition Assessment and Scoring Guide (Good & Kaminski, 2002), these are labeled as "Some Risk," indicating the need for additional intervention and "At Risk," indicating the need for substantial interventions.

UIC HICAGO CCSR



## Early Absences Can Affect Long-Term Outcomes

Chronic absence in kindergarten

Lower levels of literacy in first grade

Lower achievement as far out as fifth grade

A Rhode Island Data Hub analysis found that compared to kindergartners who attend regularly, those chronically absent:

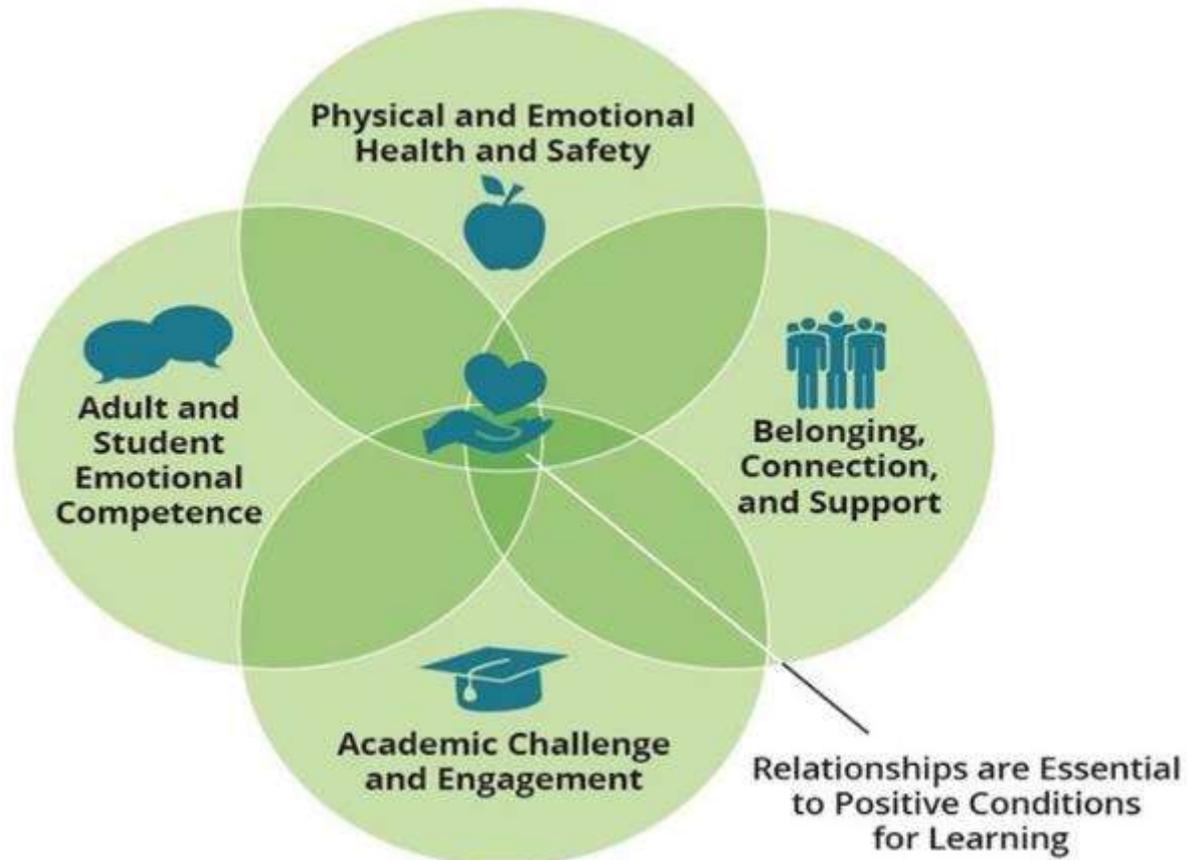
- Scored **20% lower in reading and math** in later grades and gap grows.
- **2X** as likely to be **retained** in grade.
- **2X** likely to be **suspended** by the end of 7<sup>th</sup> grade.
- Likely to continue being chronically absent.



## Chronic Early Absence is Most Challenging for Low-income Children

- ✓ Poor children are **4x** more likely to be chronically absent in K than their highest income peers. [National Portrait of Chronic Absenteeism in the Early Grades](#) (October 2007)
- ✓ Children in poverty are more likely to lack basic health and safety supports (health and mental health care, comprehensive evaluations to identify disabilities, transportation, stable housing, food, clothes, etc.) [Mapping the Early Attendance Gap](#) (September 2015)
- ✓ The adverse impact of absenteeism on literacy development is **75% greater** for these children than for their middle class peers. (Ready, Doug, [School Attendance, and Early Cognitive Development, The Differential Effects of School Exposure](#) (October 2010))

# Attendance Reflects Positive Conditions for Learning For Children and Their Families



# Agenda

## Panel 1: Lessons from Districts with In-Person School

- Erica Forti, Superintendent, East Haven Public Schools (CT)
- Dr. David K. Moore, Superintendent, School District of Indian River County (FL)

## Panel 2: Opportunities and Challenges for Communities In the Process of Reopening Schools

- Gloria Corral, President & CEO, PIQE
- Martin Macias, Superintendent, Golden Plains Unified School District (CA)

## Questions and Discussion

# East Haven Public Schools



Exploring Empowering Achieving

#WeAreEHPStogether

# East Haven Public Schools



3028 PreK - grade12 students across 8 schools

Diverse Population:	57.9% White	29.8% Hispanic
	5.35% Black	4.15% Asian
Free/Reduced Lunch:	100% (Community Eligible)	
EL Learners:	9.7%	
Immigrants:	2.1%	
Students with Disabilities:	15.7%	
Chronic Absenteeism:	10.7% (2019 - March 2020)	
Suspension:	5.3%	
Expulsion:	<1%	
4 year Graduation Rate:	78%	

# Re-Opening East Haven Public Schools



## Health & Safety

- Food Distribution
- Mitigation Strategies
- Full In Person with Remote Option



## Engaged & Connected

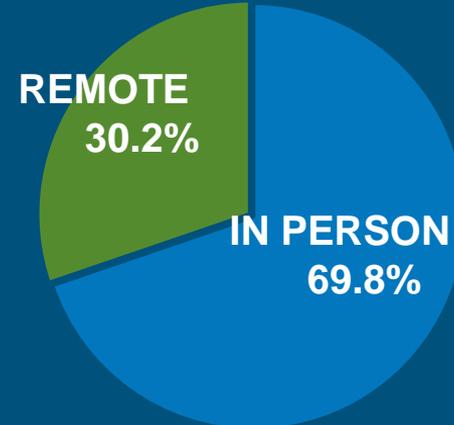
- Devices and Connectivity
- Professional Learning and Support
- Family Engagement and Partnerships



## Monitor & Adjust

- Instruction
- Attendance
- Supportive and Restorative

## Current Learning Model Participation March 2021



# Redefining Attendance During COVID-19

Synchronous  
virtual  
classes



Synchronous  
virtual  
meetings



Time logged in  
electronic  
systems



Assignment  
submission/  
completion



At least  
half the  
school day

*Regular school attendance and overall student safety and well-being are always vital for laying a foundation for success during the school year. Paying attention to attendance is even more essential this year, given the unique challenges created by COVID-19 for schools, families, students, and community providers. Working together to cultivate student engagement and develop regular attendance habits, whether school is offered in person or remotely, ensures that students benefit from the learning opportunities offered. Noticing absences as soon as they begin to add up ensures preventive action is taken to address barriers before a student has lost out on so much learning that it is difficult for them to catch up. Ongoing tracking and monitoring of absenteeism — by school, grade, and student population — ensures the ability to identify and respond, as soon as possible, when the new learning models may not be working as planned.*

-CSDE Addendum 14

# Monthly School Reports

Ferrara Elementary School Demographics:  
(based on October 1, 2020 Collection)

East Haven School District Demographics:  
(based on October 1, 2020 Collection)

Total Students:	165	Total Students:	2629
English Learners:	18	English Learners:	245
Special Education Students:	26	Special Education Students:	417
Racial Breakdown:		Racial Breakdown:	
Black	8	Black	131
Hispanic	65	Hispanic	833
White:	78	White:	1484

**2020-2021 Chronically Absent Students: 25 of 165 students (15.15%) as of 2/28/2021  
(ALL STUDENTS- In person & Remote)**

Last Name	First Name	Grade	Special Ed Status	ELL Status	Remote	Membership	Attendance	Absences	Chronic Absence Rate
██████	██████	5	N	N	Y	104	87	17	16.35%
██████	██████	5	N	N	Y	104	91	13	12.50%
██████	██████	3	N	N	Y	104	92	12	11.54%
██████	██████	4	N	N	Y	104	92	12	11.54%
██████	██████	3	Y	N	Y	104	93	11	10.58%
██████	██████	5	N	N	Y	104	93	11	10.58%



# East Haven Public Schools Attendance Report Card

Eric Fort  
Superintendent of Schools

To the Parent/Guardian of:

Good Attendance in School helps your child learn the important skills needed to succeed in school. We want to be there to support you in getting your child to school every day whether virtually or in person. Reach out to school officials if something is preventing your child from attending school.

## PRESENT, ENGAGED AND SUPPORTED!

ATTENDANCE AWARENESS CAMPAIGN 2020



### When Do Absences Become a Problem?



Test Student's  
Attendance Snapshot!

Total Days into the School Year: 95  
Days Absent: 6

Test Student's Current Chronic Absence Rate:  
6.31%

### Tips for sending your child in good attendance:

- If your child is not feeling well, have your child access live streaming from home and be marked present for the day. Look in google classroom for your child's class link.
- If your child has to miss a portion of the school day, try and make it for the beginning or end of the day, this way they can participate and be marked present for the day.

If you have any questions regarding your child's attendance or need additional support, please reach out to your child's school.

# Family Communication

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# Rethinking Attendance



During the COVID-19 Pandemic

School District of Indian River County

# School District of Indian River County

## The District's Response to COVID-19

27  
Schools



17,570  
Students



White, Non-Hispanic - 54%  
Black, Non-Hispanic - 18%  
Hispanic - 22%  
English Language Learners - 5%  
Economically-Disadvantaged - 60%  
Students with Disabilities - 16%



Source: FDOE EdStats, Survey 2, 2020-2021

SDIRC Instructional Model	Quarter 1 (% of students)	Quarter 3 (% of students)
Brick & Mortar	67%	84%
Virtual	17%	10%
Transitional	16%	6%

Data reflects beginning of the quarter enrollments retrieved 07.31.20 & 01.18.21.

Instructional Supports  
During COVID-19

Implemented ongoing  
schedule enhancements

Conducted  
teacher  
PLCs for  
remote  
instruction

Utilized  
efficient  
feedback  
cycles for  
instruction

Minimized  
teachers  
providing  
instruction  
across  
modalities

Provided  
instructional  
advocates



Distribution of over 5,800 laptops and 200 hotspots



Distribution of over 526,312 meals to students during school closures & summer



Implementation of a comprehensive plan of modified health & safety measures



Three different instructional models (e.g., brick & mortar, virtual, transitional)



Provision of additional interventions to mitigate the impact of learning disruptions

Transforming education to inspire and empower ALL students to maximize their full potential.

# Attendance During COVID-19: A Reconfiguration of Systems



## STUDENT ATTENDANCE

### Systems for Tracking

Adaptations made to the student attendance tracking system for students participating in remote learning options.

### Systems for Analyzing & Problem Solving

Development of easily accessible data platforms to provide the ability to disaggregate and analyze data for students in varying instructional models.

### Systems for Improving

Implementation of social emotional supports to improve attendance & student transitions to & engagement in brick & mortar settings.

### Systems for Responding

Establishment & implementation of Project A2: Acclimate & Accelerate to effectively transition students to brick & mortar settings & provide needed interventions.

# Systems for Tracking, Analyzing, Problem Solving About Attendance



## Tracking



- Adapted processes for monitoring student attendance to track attendance for students enrolled in remote learning options.
- Established new attendance codes for student non-attendance due to quarantines.
- Created static, standard reports for routine use at the district & school levels.

## Analyzing



- Created dynamic data dashboards for attendance using the PowerBI data platform to enable users to disaggregate attendance data using various filters (e.g., instructional model, race/ethnicity, grade level, etc.) in real-time.
- Incorporated the ability to “drill-down” within data sets from the district level to the student level for analysis.

## Problem Solving



- Established and implemented Cabinet-level data reviews to identify districtwide and school level needs for focused problem solving and support.
- Established and implemented district-facilitated DataCom sessions that include problem solving using the support of the PowerBI data platform and information gathered through school-level Impact Reviews.

# PowerBI Attendance Dashboard



# Systems for Improving & Responding to Attendance Concerns Due to COVID-19



## SOCIAL EMOTIONAL SUPPORTS



District developed and supported out-of-class activities for schools to promote unity, inclusion, safety, and student success as students re-enter brick & mortar settings.

+

## ACADEMIC INTERVENTIONS

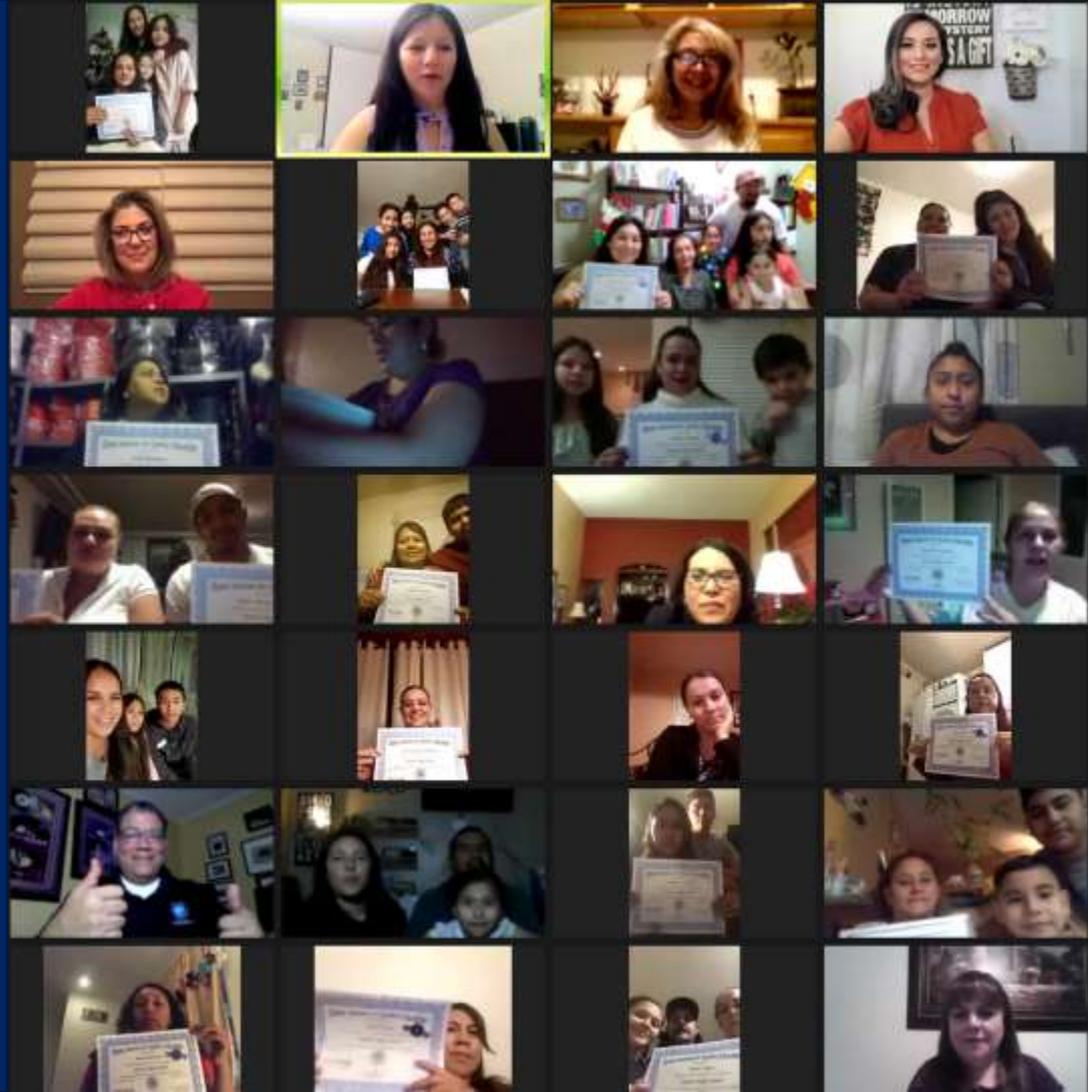


Strategically implemented evidence-based interventions provided in addition to Tier 2 & Tier 3 interventions to mitigate the impact of disruptions in learning.

# Families are part of the solution

## Parent Institute for Quality Education (PIQE)

Empowering families to partner with teachers, school and community



# Impact | Since 1987



**36 Counties**  
**128 School Districts**  
**381 Schools**



spanning  
**13 States**



**Evidence-  
Based**



**16 languages**  
curriculum



**721K parents**  
completed program



**2.1M students**  
impacted



# Learn. Pivot. Re-Adapt.



online connectivity



bridging to  
resources



re-engaging and  
transitioning to  
distance learning

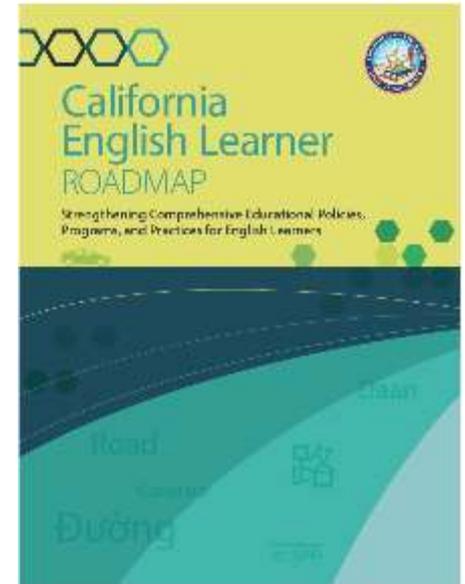
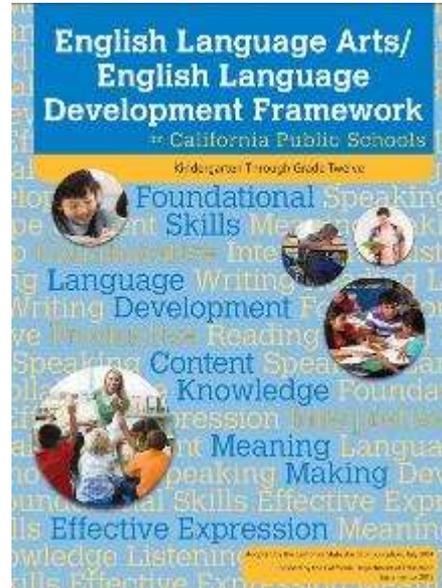




# Learning Loss Recovery Challenge

# Golden Plains Unified School District

- Rural Fresno County
- TK-12 District
- 98% Latino/Hispanic
- 97% Socially Economic Disadvantaged
- 88% Ever English Learner
- 1550 Students
- 360 Square Miles



# Golden Plains Unified School District – Chronic Absence Data

Monthly Chronic Absence Data (% and #)	
September 2020	26.14% (403 of 1,524 students)
October 2020	26.12% (397 of 1,520 students)
November 2020	26.22% (399 of 1,522 students)
December 2020	26.01% (394 of 1,515 students)

# Strategies

**Clear Communications With Staff And Families About Health And Sanitation**

**Individualized Outreach/Home Visit to Families, Especially With Attendance Challenges**

**Reading Heroes Campaign- Tk-12 Target Goals**

- Students know their lexile levels and become a reading hero.
- Teachers provide grade level support in class to advance student lexile levels.
- Administrators review students' lexile levels and coordinate with teachers and support staff to help students.
- School Site (Teachers and Admin) educate parents about lexile levels.
- Parents need to know their child's lexile level and promote reading at home.

# In-Person Journey



# Upcoming GLR Learning Tuesdays Webinars:

## LEARNING LOSS RECOVERY CHALLENGE

Ed Tech and Accelerated Learning: The Future is Now  
Tuesday, March 23, 3 p.m. ET/12 p.m. PT

## PEER EXCHANGE

Learning Pods: How We Responded, What We Learned, & What's Next  
Tuesday, March 30, 12:30 p.m. ET/9:30 a.m. PT

## LEARNING LOSS RECOVERY CHALLENGE/PARTNER WEBINAR

Why Shattering the Wall Between Home and School Is a Good Thing  
Tuesday, March 30, 3 p.m. ET/12 p.m. PT

